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ABSTRACT

A study of magnet schools revealed that they have become a significant part of the nation's efforts to desegregate schools. Most magnet schools are in urban areas and offer a distinctive curriculum. School districts began employing magnet schools in the 1970s to help desegregate schools. The federal government has assisted magnet schools with funding. This report is designed to study magnet schools, their role in desegregation, and their impact on educational achievement. Telephone interviews were conducted with educators at 600 school districts nationwide. The study revealed that magnet schools are increasing in number and attracting more students, including minority students and students from outside the school's immediate area. They offer a wide range of distinctive programs. Many magnet schools use money from the federal Magnet Schools Assistance Program to help set up and maintain their programs. This report contains six sections: an introduction, the growth of magnet school programs, implementation of magnet schools and magnet programs, federal support for magnet programs, nonmagnet schools and programs of choice, summary of findings and directions for further research. Appendices A-C include study samples, data, and detailed tables as well as the survey instruments. A glossary is also included. (Contains 15 references.) (JPT)

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Educational Innovation in Multiracial Contexts:

The Growth of Magnet Schools in American Education

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Educational Innovation in Multiracial Contexts:

The Growth of Magnet Schools in American Education

Lauri Steel, AIR
Roger Levine, AIR

Contract No. LC90043001

Prepared for the U.S. Department of Education under contract by:
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1994

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The views expressed are those of the authors and do not necessarily represent the views of the U.S. Department of Education or of the American Institutes for Research, the principal contractor for this study.

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Executive Summary

Educational Innovation in Multiracial Contexts: The Growth of Magnet Schools in American Education

Key Findings

- Over the past decade, magnet schools have become a significant part of our nation's efforts to desegregate its schools: in 1991-92 there were 2,433 magnet schools nationwide, offering 3,171 magnet programs. This is more than twice the number of magnet schools in operation in 1983. Approximately 1.2 million students participated in magnet programs, more than three times as many as were enrolled in magnets in 1983.

- Magnet schools are primarily phenomena of large urban school systems with higher than average enrollments of black, Hispanic, and other minority students—districts experiencing significant social and demographic change, making school desegregation and educational reform a challenging process.

- Most magnet programs offer students a distinctive curriculum emphasizing a particular subject area such as math-science-engineering, computer science, multicultural studies, arts, or humanities. One magnet in five offers a distinctive instructional approach.

- Magnet programs are very popular with students and parents. Approximately half of the magnet programs maintain waiting lists, with almost 123,000 names on those lists.

- Magnet programs are part of a larger context of specialty schools and school choice. In addition to the districts offering magnet schools, one district in six offers nonmagnet specialty schools as options for students, and one district in five offers nonmagnet programs of school choice.

- Federal support for magnet programs over the past decade has been substantial. Between 1985 and 1991 more than $739 million was invested in magnets through the Magnet Schools Assistance Program.

- A total of 117 school districts have received Magnet Schools Assistance awards, which have been instrumental in enabling districts to establish and maintain magnet programs.

Magnet Schools in American Education

Magnet schools seek both to promote desegregation in American schools and to enhance the quality of American education. Magnets have their roots in the concept of districtwide specialty schools, such as the Bronx School of Science, the Boston Latin School, Chicago's Lane Tech, and San Francisco's Lowell High School, some of which have been in existence since the turn of the century. Like their forebears, magnets offer special curricula, such as a math-science or performing arts programs, or special instructional approaches, such as individualized education, open classrooms, or ungraded schools.

During the late 1970s, school districts began to employ magnet schools as a means of desegregating school systems. Magnets were intended to provide incentives for parents to remain in the public school system and to send their children to integrated schools. Often, magnet programs were placed in racially isolated schools or neighborhoods to encourage students of other races to enroll in those schools. If sufficient numbers of white and minority students enrolled in schools outside of their neighborhoods, districts could promote school desegregation without resorting to mandatory measures. At

the same time, by introducing innovative curricula and instructional approaches, magnets could strengthen the educational program in those schools, contributing to overall improvements in educational quality.

Magnet schools today have three distinguishing characteristics:

- They provide a *distinctive curriculum* or instructional approach;
- They *attract students* from outside an assigned neighborhood attendance zone;
- They have *desegregation* as an explicit purpose.

Magnet schools and programs can thus be differentiated from other voluntary (as well as mandatory) desegregation strategies, and from other programs involving specialty schools and/or school choice.

■ The Federal Role in Support of Magnet Schools

Through the Magnet Schools Assistance Program (MSAP), magnet schools have received substantial support from the federal government. In the first four grant cycles (1985-1991), over $739 million were provided to school districts to support the development and implementation of new magnet programs and the expansion of existing programs. In addition to these federal funds, state and local governments, private individuals, and organizations have provided further support for magnet school programs. The MSAP is scheduled for reauthorization in 1994. The last major study of magnet schools is nearly a decade old, predating the MSAP. In order to obtain more current information regarding the nature, extent, and impact of magnet schools and magnet programs, Congress authorized the U.S. Department of Education to conduct a major national study of magnet school programs.

■ Purposes of the Magnet Schools Study and Scope of this Report

The Magnet Schools Study seeks to accomplish the following:

- Describe the nature and extent of magnet schools and programs available at the elementary, middle, and high school

levels throughout the nation, including districts that have, and those that have not, received funds from the federal Magnet Schools Assistance Program (MSAP);

- Assess the effects of the MSAP in achieving (a) desegregation of school systems, (b) increased educational achievement of participating students, and (c) educational improvement in district school systems containing magnet programs; and

- Examine possible alternatives for future federal policies and regulations regarding magnet schools.

While the focus of the study is on magnet schools, it is important to recognize that magnets are not the only means of desegregating schools and improving educational quality. Rather, magnet programs must be viewed within the broader context of school desegregation and educational reform. This study seeks to determine not only whether magnets are effective in promoting school desegregation and improving educational quality, but also how they compare to other school desegregation approaches and other reform efforts.

This report examines the nature and extent of magnet school programs in school districts nationwide. Specifically, the report addresses the following questions:

- How prevalent are magnet schools and magnet school programs in contemporary American schools?

- What are the distinguishing characteristics of magnet schools and magnet programs?

- How has the MSAP contributed to the development and implementation of magnet school programs?

- In what ways are magnets similar to—or different—from nonmagnet specialty schools and programs of choice?

The findings presented here are based on data obtained from representative samples of the 6,389 U.S. school districts having more than one school at a given grade level.[1] For the broad descriptive and comparative analyses, a stratified random sample of 600 districts was selected. Through telephone interviews, information was obtained from 94 percent of those districts regarding the prevalence of magnet schools, desegregation plans and strategies, and other programs of choice as well as the demographic characteristics of the district. Data on the enrollment composition of schools within these districts were abstracted from data tapes provided by the U.S. Department of Education, the Bureau of the Census, and from data provided directly by school districts.

To learn more about the characteristics and operation of magnet programs within those districts, staff from a representative subset of 127 districts with magnet schools were reinterviewed.[2] Over 91 percent of the districts in this second round of data collection provided information about their magnet programs, the use of special selection criteria, waiting lists, staffing policies, and transfer versus resident enrollments (by race). In addition, separate mail questionnaires were distributed to approximately 2,000 magnet schools and programs in these districts. The magnet program questionnaires collected program-level information, and were completed by over 60 percent of the selected programs.

Data from these surveys were used to estimate the prevalence of magnet school programs, desegregation plans, specialty schools, and other school choice programs among multischool districts nationwide; to document the characteristics of magnet schools and magnet programs; and to assess the impact of federal MSAP funding on the development and operation of magnet school programs.

[1] Issues of magnet schools, desegregation, and choice pertain only to districts having more than one school at a given grade level.

[2] Data also were also obtained from a supplementary sample of districts without magnets but with desegregation plans involving mandatory assignment of students.

Summary of Findings

■ How Prevalent are Magnet Schools and Magnet School Programs in Contemporary American Schools?

1. *The number of magnet school programs has increased dramatically over the past decade, with one in two large urban districts currently offering magnet school programs.*

   - Magnet school programs were offered in at least 230 public school districts in 1991-92, representing an increase of 67 percent over the past decade. Of the approximately 35 million students in multischool public school systems, nearly one in four (24 percent) were enrolled in districts with magnets.

   - Within magnet districts overall, an average of one school in six was a magnet school. However, half of the districts offered 5 or fewer magnet programs, and one-fifth offered only one magnet program.

   - The number of individual magnet schools has more than doubled over the past decade, with a total of 2,433 magnet schools being offered during the 1991-92 school year compared to 1,019 magnet schools in 1981-82. These schools housed approximately 3,171 individual magnet programs (some schools offer more than one magnet program).

2. *Magnet programs are attracting increasing numbers of students, and there is considerable unmet demand for magnet programs.*

   - Approximately 1.6 million students nationwide attended magnet schools in 1991-92, and 1.2 million of those students were enrolled in magnet programs (for program within school magnets, not all students attending the school participate in the magnet program). This represents a three-fold increase in magnet program enrollment since 1981-82.

- On average, 15 percent of students in magnet districts were enrolled in magnet programs.

- Over half of magnet schools (53 percent) maintained waiting lists of additional students who wished to enroll. Nearly 123,000 student names were on magnet program waiting lists nationwide.

3. *Magnet school programs are associated primarily, though not exclusively, with formal desegregation plans, and a substantial proportion of desegregation plans involve magnets.*

   - Most magnet school programs (85 percent) were found in districts operating under a formal desegregation plan, and another 5 percent were in districts that formerly operated under a desegregation plan. (The remainder were found in districts that were also working to promote school desegregation, but did not have a formal—i.e., court-ordered or board authorized—desegregation plan.)

   - Over one in four (29 percent) of the districts operating under desegregation plans included magnets as part of their desegregation plan.

4. *Magnet schools and school desegregation are primarily phenomena of large urban school systems with higher-than-average minority enrollments.*

   - Over half (54 percent) of the districts offering magnet school programs were large urban districts, and 78 percent of students in districts with magnets were in large urban districts. Of the 8.9 million students in large urban districts, 68 percent were in districts that had magnet programs.

   - While desegregation plans were found in districts of all sizes, over half (58 percent) of students affected by desegregation plans were in large urban districts.

   - Magnet school programs tended to be concentrated in districts having minority enrollments of 50 percent or more.

■ What are the Distinguishing Characteristics of Magnet Schools and Magnet Programs?

1. *Magnet schools offer a wide range of distinctive programs, including programs emphasizing subject matter (e.g., math, science, aerospace technology, language immersion, humanities), instructional approach (e.g., basic skills, open classrooms, individualized instruction, Montessori, enriched curricula), arts, gifted and talented, and career–vocational education.*

   - Thirty-seven percent of magnet programs provided an emphasis in a particular subject area, with math-science-engineering, computer science, multicultural studies, and humanities as the subject areas most frequently offered.

   - Twenty-seven percent of magnet programs emphasized a particular instructional approach, with basic skills programs as the most prevalent.

   - An additional 14 percent of magnet programs had career-vocational emphases, 12 percent were directed toward gifted and talented students, and 11 percent were arts programs.

2. *Magnet programs are offered at all levels, with nearly half at elementary levels, corresponding to the proportionately greater prevalence of elementary schools in the country.*

   - Over half (53 percent) of magnet programs were located at the elementary level, with another 35 percent at the middle and secondary levels; 11 percent of magnet programs served an elementary-secondary (combined) population.

   - Instructional approach magnets were proportionately more prevalent at the elementary level (34 percent of elementary magnet programs), while career-vocational magnets were most commonly situated at the secondary level (42 percent of secondary programs—see figure 1).

3. *Magnet programs are structured in a variety of ways: whole school-attendance-zone magnets, dedicated whole school magnets, and program within school magnets (PWS).*

   - Most magnet school programs (58 percent) were *whole school magnets*, wherein all students in the school participate in the magnet program. Another 38 percent operated as *program within school* magnets, wherein only a portion of the students in the school participated in the magnet program.[3]

   - Whole school magnets can be further characterized as *dedicated magnets* (32 percent of all magnets), where there is no attendance zone and all students must explicitly choose to attend, and *attendance-zone magnets* (26 percent of all magnets), where there is an attendance zone and students in the surrounding neighborhood can attend as well as students from outside the attendance zone.

   - Whole school magnets of both types tended to be more prevalent in elementary schools, while PWS magnets tended to be more common in the larger middle and secondary schools.

   - There is little relationship between magnet theme and program structure, with the exception that gifted and talented and career-vocational magnet programs were somewhat more likely to be PWS magnets than whole school magnets.

4. *Magnet districts actively encourage and assist students to enroll in magnet schools, through outreach efforts to inform students about the programs and by providing transportation services to students.*

   - The typical magnet district employed more than six different outreach strategies. Frequently used strategies included developing brochures describing the programs, distributing information about the programs to students, mailing information to parents, and providing tours of the magnet schools.

[3] Program structure was not determined for the remaining 4 percent of magnet programs.

Figure 1
Distribution of Magnet Curriculum Emphases Across School Levels
(reference Table III-2 in Appendix B)

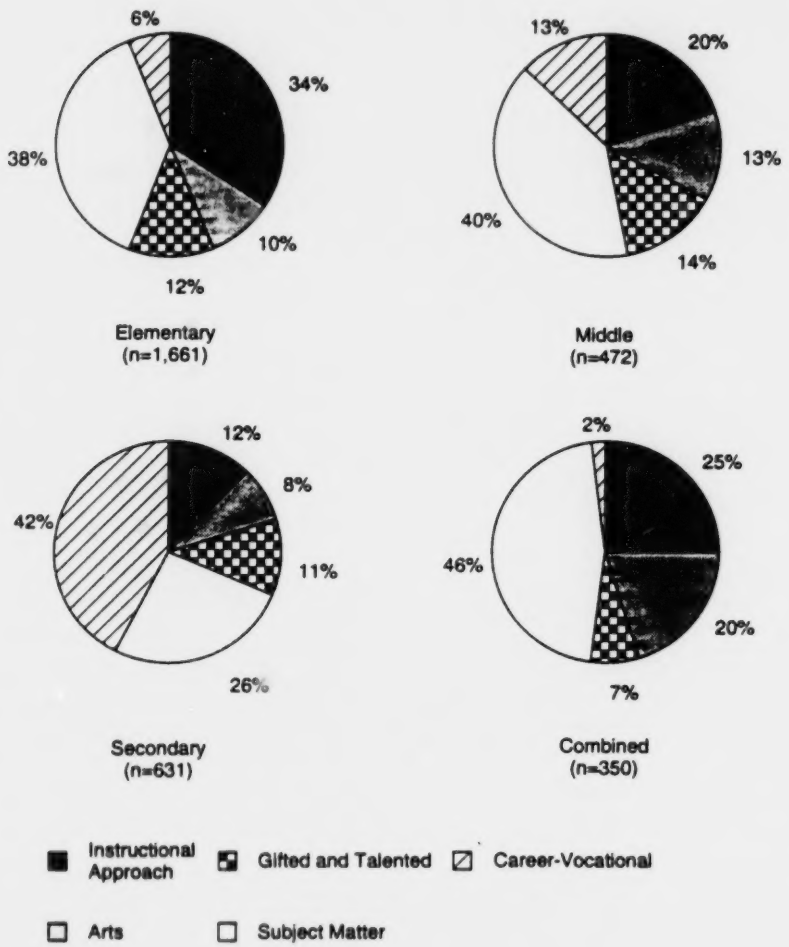

Figure reads: A specific subject matter is the most common theme for elementary school magnets. Vocational themes are the most common theme among secondary (high) school magnets.

- Over three-fourths of magnet districts provided transportation to assist students to attend magnet schools.

5. *Magnet schools are effective in attracting students from outside the immediate neighborhood, and they appear to be effective in attracting opposite race students to magnet schools. Students from lower socioeconomic backgrounds and students with special needs are somewhat underrepresented in magnet programs, relative to their overall prevalence in the districts, perhaps due to policy decisions aimed at reducing minority isolation.*

   - Of the estimated 1.2 million students participating in magnet programs, approximately three-fourths (74 percent) were enrolled by choice (i.e., they transferred outside their neighborhood attendance zone to attend the magnet—see tables 1 and 2).

   - Both PWS and attendance-zone magnets appear to try to attract white students into predominantly minority-dominant schools. While 71 percent of students in schools housing PWS magnets were black, Hispanic, or from another minority group, only 61 percent of the PWS magnet students were minority students. Similarly, while 65 percent of all students in whole school attendance-zone magnets were minority students, among those transferring in from outside the attendance zone, only 59 percent were minorities.

   - Enrollment of white and minority students in magnet programs varied depending on the racial composition of the district. In minority-dominant districts, magnet programs enrolled higher-than-average proportions of white students (32 percent of all magnet students) relative to the overall proportion of white students in these districts (20 percent). Conversely, in white-dominant districts, minority students comprised a higher proportion of magnet students (46 percent) than of total enrollment in the district (31 percent).

Table 1
Estimated Enrollment in Magnet Programs*

Type of Magnet Program	Number of Programs	Total Program Enrollment	Percent Average Minority
PWS Only*	1,081	250,424	61%
Whole School-Dedicated	883	478,640	58%
Whole School-Attendance Zone	708	425,640	65%
Unknown	114	73,561	54%
Total	**2,786**	**1,228,264**	**61%**

* Enrollment data based on 2,786 magnet programs for which unduplicated program enrollment data were available. An additional 200 magnet programs *embedded within* whole school magnets are not reflected here, as they do not add to the total enrollment counts. However, PWS magnets in PWS-only schools are included.

Table 2
Estimated Choice Enrollment in Magnet Programs

Type of Magnet Program	Number of Programs	Total Choice Enrollment	Percent Average Minority
PWS Only*	1,081	250,424	61%
Whole School-Dedicated	883	478,640	58%
Whole School-Attendance Zone*	455	109,507	59%
Unknown	114	73,561	54%
Total	**2,533**	**912,132**	**59%**

* Choice enrollment data based on 455 attendance-zone magnets reporting voluntary transfer (i.e., choice) enrollment data. This represents approximately 64 percent of all attendance-zone magnets.

- Low-income students, students with limited English language proficiency, and students with special needs were somewhat underrepresented in magnet programs, relative to their prevalence in the district as a whole; this pattern was most pronounced in high-minority and low-income districts, where efforts to reduce minority isolation may have resulted in attracting and enrolling disproportionate numbers of students from higher-income backgrounds.

- Waiting lists were maintained by all types of magnet programs, but they were most commonly found in gifted and talented programs (62 percent of which had lists) and career-vocational programs (58 percent of which had lists); they were least likely to be found in instructional approach magnets (49 percent of which had lists).

6. *Overall, relatively few magnet programs use program-specific selection criteria (i.e., criteria that are tailored to their particular program) to help decide which students to accept. Most of the magnets using such program-specific selection criteria were gifted and talented magnets.*

   - Approximately 32 percent of all magnets reported using program-specific selection criteria, in addition to any criteria specified by the district, to help determine which students to admit.

   - Program-specific selection criteria were most likely to be used by gifted and talented magnets, 76 percent of which used such criteria to screen applicants. However, only about one-fourth of other magnets used program-specific selection criteria in screening applicants.

   - Program-specific selection criteria were most likely to be used in secondary-level magnets (54 percent), and least likely to be used in elementary-level magnets (24 percent).

7. *Magnet schools typically enjoy more resources (i.e., staffing, per-pupil expenditures) than do regular schools.*

- Over two-thirds of magnet programs reported that they were provided with additional staffing allowances, which were most frequently used for additional teachers or instructional aides.

- Twenty-four percent of the magnet districts reported that elementary school magnet programs had smaller classes, and 36 percent of the districts reported that high school magnet programs had smaller classes.

- Districts with magnet programs spent, on average, almost 10 percent more per student than did other districts except in the Northeast, where expenditures in magnet program districts were about 10 percent lower. However, from the data available it is not possible to determine whether any of the additional funds were used specifically to support the magnet schools and magnet programs.

■ How Has the Federal Magnet Schools Assistance Program Contributed to the Development and Implementation of Magnet School Programs?

Between 1985 and 1991 the federal government spent over $739 million in support of magnet programs. Awards ranging in size from $367,000 to $4 million were made to a total of 117 local education agencies (51 percent of all districts having magnet schools), with the objective of reducing, preventing, or eliminating minority isolation in schools in those districts.[4] Districts receiving MSAP awards were primarily large, urban, predominantly minority districts, which is consistent with the incidence of magnets generally. Analyses focused on the impact of MSAP support on the establishment and maintenance of magnet school programs, and on the characteristics of the magnet schools and magnet programs offered.

1. *The concept of MSAP funds as "seed money" appears to be viable, and MSAP funding has been effective in encouraging and enabling districts to establish or expand magnet school programs.*

[4] The figures reported reflect the total funds awarded for the two-year period of the MSAP grant.

- Of districts receiving MSAP funding, 39 percent used that funding to start new magnet school programs, and an additional 39 percent used it to add new magnet schools to their programs. Other districts used their MSAP grants for program enhancement and improvement.

- Most districts receiving federal funds used them for equipment (100 percent), materials (97 percent), staff development (95 percent), additional staff (93 percent), outreach (85 percent), and planning (73 percent).

- Magnet school programs were more extensive in districts that received or had received federal funding, with 30 percent of schools in funded districts being magnets as contrasted to 21 percent of schools in districts that had never received MSAP support.

2. *Districts generally seem committed to maintaining their magnet school programs in the absence of federal support, although not necessarily without some modifications.*

   - The vast majority (87 percent) of former MSAP grantees maintained their magnet school programs, albeit with some reductions in teachers and supplies, after their federal funding ended; 34 percent of magnet districts maintained their magnet school programs with no modifications.

   - Most current MSAP grantees (88 percent) planned on continued support from MSAP after their current grant ends. However, the experience of former grantees suggests that these plans may be overly optimistic.

3. *Magnet programs in districts receiving or having received federal MSAP funds differ from magnets in other districts in several ways, including the efforts made to encourage and facilitate student participation in magnet programs, the types of programs offered, and the administration of those programs.*

   - MSAP-funded districts engaged in more outreach activities in general (6.7 different activities on average, as contrasted to 5.5 activities for non-MSAP-funded districts), and were more likely to make group

presentations, mail information to all parents in the district, and provide transportation to enable students to tour the magnet schools.[5]

- Perhaps as a result, nearly all (93 percent) of MSAP-funded districts indicated they could not accommodate all the students who wanted to enroll in magnet programs.

- Both MSAP-funded and non-MSAP-funded magnets maintained waiting lists, but the waiting lists for nongrantee magnets were nearly twice as long (246 student names, on average) as for magnets in districts that received MSAP funds (129 names).

- Nearly all (95 percent) of MSAP-supported districts provided transportation to enable elementary school students to attend the magnet schools, as contrasted to 79 percent of non-MSAP-supported districts. Differences were comparable for middle school and secondary school students.

- Magnet programs in MSAP-supported districts were less likely than magnets in other districts to be elementary school programs (52 percent versus 63 percent) or PWS magnets (37 percent versus 51 percent); more magnets in MSAP-supported districts offered career-vocational programs (15 percent versus 5 percent).

- Magnet programs in MSAP-funded districts were less likely to employ program-specific admission criteria in selecting students to enroll.

■ In What Ways Are Magnet Programs Similar to or Different From Nonmagnet Specialty Schools and Programs of Choice?

1. *Taking both magnet and nonmagnet programs into account, 56 percent of the students in multischool public school systems can potentially avail themselves of*

[5] While MSAP funds may be used to support transportation activities, districts' use of MSAP funds to support various allowable activities (e.g., staffing, outreach) may free up other resources for transportation services.

specialty programs (i.e., programs offering distinctive curricula or instructional approaches) or programs of school choice.

- Among the 6,389 multischool districts nationwide, nearly one in five (19 percent) offered nonmagnet specialty programs (i.e., programs with distinctive curricula or instructional approaches); these districts served 31 percent of the students in multischool districts nationwide.

- Over one multischool district in five (23 percent) offered nonmagnet programs of choice; these districts served 26 percent of the students in multischool districts nationwide.

- Nonmagnet specialty and choice programs tended to be offered in large suburban or urban districts where there was greater opportunity to provide options; nonmagnet programs of choice were also more likely to be found in more affluent districts.

2. *Nonmagnet specialty school programs typically provide fewer options for students than do magnet school programs, and they tend to be concentrated at the secondary level. As was true for secondary level magnet programs, nonmagnet specialty programs are more likely to offer gifted and talented or vocational curricula, and much less likely to offer subject-matter oriented curricula.*

   - Nearly 60 percent of the districts offering specialty school programs had only one specialty school, and another 15 percent offered only two such schools.

   - A majority (over 59 percent) of these specialty schools occurred at the secondary level, as contrasted to only 25 percent of magnet programs.

   - Over 41 percent of specialty schools had a career-vocational emphasis and 20 percent provided gifted and talented programs, while 5 percent featured a distinctive subject matter emphasis.

3. *Both intra and interdistrict choice programs are found in a number of school districts today, and options for choice may include postsecondary and (in a few cases) private schools as well as public schools.*

- Among school districts with more than one school, nearly one in six provided for intradistrict school choice for its students, with a large proportion of the programs occurring at the elementary level.

- Almost as many (15 percent) provided for some form of between-district choice, though these were more likely to be the smaller school districts and were more likely to occur at the secondary level.

4. *Districts seek to inform students about choice options, and many provide transportation services, but efforts to encourage or assist students to participate in programs of choice are not as extensive as efforts to encourage participation in magnet school programs.*

   - Districts typically employed only one or two information dissemination strategies to promote programs of choice, and they relied primarily on distributing written information to students and parents.

   - Transportation services were provided to within-district choice students in a majority of districts (72 percent at the elementary level, 48 percent at the secondary level), but not to the same extent as they were provided for magnet school students (86 percent and 79 percent, respectively).

5. *Participation in nonmagnet programs of choice is substantially lower than participation in magnet school programs.*

   - On average, approximately 9 percent of students in districts offering school choice programs participated in their districts' within-district programs of choice, as contrasted to 15 percent, on average, participating in magnet programs.

   - Approximately 2 percent of students in these districts participated in a statewide or between-district program of choice.

   - Minority students were nearly twice as likely as white students to participate in within-district choice programs, but much less likely to participate in between-district choice programs.

Unanswered Questions

The findings presented in this report from the Magnet Schools Study demonstrate that magnet schools are a significant and growing phenomenon in American education. Magnet school programs provide a rich array of educational alternatives to students and parents, as well as the opportunity for students and parents to play a more active role in determining the nature of the education received. Moreover, they appear to be an effective means of attracting students to enroll in schools outside their immediate neighborhoods, with the objective of promoting school desegregation. The Magnet Schools Assistance Program has played a major role in supporting the development and expansion of magnet school programs and has stimulated the development of such programs in districts serving minority and disadvantaged youth.

While these results are encouraging in terms of the growth of magnet school programs nationwide and their popularity with students, parents, and educators, much remains to be learned about the educational impact of magnet schools and magnet programs. Magnet schools are intended to contribute both to school desegregation and to improved educational quality. Further research is needed to determine the extent to which these outcomes are realized. To what extent do magnets contribute to desegregating schools and school systems? To what extent do they foster more effective education and improved student learning? To what extent do they contribute to making high-quality education available to all students?

From a policy perspective, it will be important to look beyond the overall impact of magnet schools and magnet programs and determine what characteristics of magnets, or what strategies for implementing magnet programs, contribute to the outcomes observed. Are particular kinds of magnet programs more (or less) successful in attracting students? How important are outreach efforts, or transportation, for attracting a broad range of students? In what ways do magnet schools use the resources available to them to provide high-quality programs? As educators and educational policymakers grapple with the many challenges confronting public schools today, answers to these questions may have implications for school reform more generally.

I. Introduction

Magnet schools represent a significant effort on the part of the federal government as well as state and local educational agencies to attain two goals: first, to promote the desegregation of American schools, and second, to provide quality education for all students. Magnets have their roots in the concept of districtwide specialty schools, such as the Bronx School of Science, the Boston Latin School, Chicago's Lane Tech, and San Francisco's Lowell High School, some of which have been in existence since the turn of the century. Like their forebears, magnets offer special curricula, such as a math-science or performing arts program, or particular instructional approaches, such as individualized education, open classrooms, or ungraded schools.

The number of districts implementing magnet school programs has increased dramatically over the past fifteen years,[1] largely as a result of the acceptance of magnets as a viable strategy for desegregating schools. This trend has coincided with increasing concern regarding the overall quality of American schools and the effectiveness of the American school system. By offering distinctive educational programs designed to meet the needs and interests of students and parents, magnet programs provide an incentive for students to enroll in schools outside their immediate neighborhood. In this way, magnets contribute to improving racial balance across schools as well as improving the quality of the educational program offered to students.

This report presents the findings from a national study of magnet school programs as they are currently implemented in American schools. In this introductory chapter we examine the context in which magnet school programs emerged, the evolution of the magnet school concept, the federal

[1] We use the term "magnet school program" in this report to refer to a *districtwide program*, wherein one or more individual magnet schools or programs are available as options for students to promote desegregation. The terms "magnet school" and "magnet program" are used to refer to individual schools or programs within a district. For example, a district's magnet school program might include three individual magnet schools: a school of the arts, a school featuring Montessori instruction, and a school featuring a curriculum emphasizing basic skills.

role in supporting magnet school programs, and the purposes of this study. Subsequent chapters in this report provide detailed information regarding the prevalence of magnet school programs and desegregation plans nationwide, the characteristics of individual magnet schools and magnet programs, the relationships between magnets and other specialty schools and programs of choice, the impact of federal support for magnets, and the impact of magnet school programs on the desegregation of school systems. The concluding chapter summarizes the findings from the study and discusses research and policy issues that remain to be addressed.

■ The Social and Historical Context of School Desegregation and Magnet Schools

In the forty years since *Brown v. Board of Education,* in which the U.S. Supreme Court held that the Constitution prohibits states from mandating racially segregated public schools, the concept of school desegregation has evolved considerably, and has generated considerable debate among both jurists and educators.[2] Prior to 1968, the goal of school desegregation was to eliminate de jure discrimination (discrimination by law) against blacks, whereby white and black students were assigned to different schools on the basis of their race. Districts found to engage in such discriminatory practices—primarily southern districts—were required to dismantle their dual school systems (one for blacks and one for whites) and to stop basing school assignments on students' race. There was no requirement to promote racial balance across schools, only to refrain from explicit discriminatory practices.

Even so, the proscription against discriminatory practices in school assignments generated considerable controversy and massive resistance, and many southern school districts continued in practice to maintain racially-segregated schools within neighborhoods. When federal courts or the Department of Health, Education, and Welfare objected to this, districts were able to satisfy their constitutional requirements with pupil placement laws where the initial assignment of students to schools was on the basis of race but students could request a transfer to an opposite-race school. These plans were succeeded by "freedom of choice" plans where the initial assignment to schools was based completely on student choice at the beginning of each year; however, under these plans few black students chose opposite-race schools, and no whites did. These plans were approved by the courts

[2] For a more complete and detailed discussion of the evolution of desegregation standards and remedies, see G. Rosenberg, *The Hollow Hope: Can Courts Bring About Social Change?* (1991).

throughout the 1950s and early 1960s as adequate remedies for de jure segregation.

The legal context for northern school districts was even more complex, as school segregation resulted more from residential segregation than from discriminatory school district practices. To counter the effects of residential segregation, many districts adopted "majority to minority" transfer programs, whereby students could voluntarily transfer from schools in which their race was in the majority to schools in which their race was the minority. These transfer programs differed from the "freedom of choice" plans in the South in that racial constraints were imposed on the transfers. However, it was still the case that white students were unwilling to transfer to minority-dominant schools.

Eventually, it became clear to the courts that if one was concerned about *every* school becoming integrated, these early remedies had two important flaws—residential patterns could produce segregated schools, and even where freedom of choice or transfer programs existed, no whites ever transferred to black schools. As a result, many schools remained highly segregated. It was this fact that caused the Supreme Court in 1968 to decide in *Green v. Board of Education [of New Kent County, Virginia]* that eliminating racial discrimination by providing freedom of choice was not enough, and that school districts should be required to produce racially mixed schools to a greater degree than would be obtained from merely ending discrimination. This decision marked the beginning of a transition from passive (i.e., nondiscrimination) approaches to school desegregation to more proactive remedies designed to produce integrated schools.

In the years immediately following *Green*, school districts began to implement desegregation plans that *required* black and white students to transfer from their formerly one-race schools to opposite-race schools. Such involuntary transfer plans were endorsed in 1971 in *Swann v. Charlotte-Mecklenburg (North Carolina) Board of Education*, in which the Supreme Court sanctioned the use of districtwide busing to desegregate schools. Throughout the South, in the early 1970s, school districts implemented desegregation plans that employed large-scale mandatory reassignment of students to desegregate the schools.

Outside the South, the shift from nondiscrimination to more proactive remedies occurred after 1973 when, in *Keyes v. School District No.1*, the Supreme Court held that actions resulting in *de facto* segregation must be viewed in the same manner as *de jure* degregation. In this decision the Court ordered a comprehensive systemwide mandatory reassignment remedy;

moreover, it extended the scope of the remedy to include Hispanics as well as blacks.

From the outset there was considerable public resistance to mandatory reassignment of students. By the mid-1970s, opposition was characterized by highly publicized violence and protests as well as by the departure of significant numbers of white students from the public school system (i.e., white flight). In the face of this, the courts became receptive to alternatives that promised to produce the same amount of integration but at less "cost" in terms of hostile reaction. In 1975, in *Morgan v. Kerrigan,* incentives in the form of magnet programs were approved as a component of a desegregation plan for the Boston schools. Over the next two years, three separate federal district courts approved plans in Houston (1975), Milwaukee (1976), and Buffalo (1976) that relied *primarily* on magnet schools to motivate *voluntary* transfers of students to achieve racial balance across schools.[3] Numerous other comprehensive voluntary school desegregation plans with magnets were approved by the courts in the ensuing years. Because of the unfavorable reputation of southern freedom-of-choice plans and their unacceptability to the courts, however, most of the initial development of voluntary desegregation plans occurred in the North.

By the 1980s, the courts had moved even further away from exclusive reliance on mandatory reassignment, allowing school districts to dismantle mandatory plans and replace them with voluntary magnet school plans.[4] Since 1981, most of the desegregation plans approved by the courts employed at least some degree of voluntary choice. In addition, many districts that had employed only mandatory reassignment plans added magnet schools as an educational option, in an effort to promote voluntary transfers and increase parental satisfaction.

Thus, over the past four decades, school segregation remedies have moved from primarily voluntary approaches, to plans based on mandatory assignment, and back to plans that relied on or incorporated voluntary approaches (see table I-1). Efforts to desegregate schools now often rely wholly or partially on voluntary strategies, wherein parents retain some choice in the schools their children attend. Magnet school programs, which

[3] It should be noted, however, that in some districts (e.g., St. Louis and Detroit) where blacks represented more than 50 percent of the school population, some schools were allowed to remain predominantly black in order to achieve racial balance (defined as no less than 50 percent white) in other schools.

[4] Although this actually started with the Houston Independent School District in 1975, it was almost a decade before the courts resumed allowing the replacement of mandatory with voluntary plans in any significant number.

provide incentives for parents to make enrollment decisions that contribute to furthering desegregation, are one of the foremost of these voluntary desegregation strategies.

Table I-1
Historical Stages of Court Determined Segregation Violation Standards and Remedies

	1954-1968	1968-1975	1975-present
Violation Standard	Discrimination and Segregation by Law	Discrimination or Failure to Produce Desegregated Schools (with prior history of de jure segregation or board violations in drawing zones or locating new schools)	
Remedies Employed	South: Freedom of Choice North: Majority to Minority Transfer	Mandatory Reassignment	Voluntary Transfers Magnet Schools Controlled Choice

■ Evolution of the Magnet School Concept

As noted previously, magnet schools have their roots in the concept of districtwide specialty schools. By providing a curricular alternative, magnet schools were intended to provide incentives to parents to remain in the public school system and to send their children to integrated schools. Typically, magnet programs were placed either in predominantly one race schools or neighborhoods as an incentive to encourage opposite race students to enroll, or in integrated schools to stabilize the enrollment. If sufficient numbers of students enrolled in magnet programs in opposite-race schools, districts could achieve school desegregation through voluntary measures. At the same time they could strengthen the educational program in those schools, contributing to overall improvements in educational quality.

Initially magnet schools looked very much like the more traditional specialty schools, with programs emphasizing math, science, or performing arts.

Students in the district could choose to enroll in the magnet in lieu of their assigned neighborhood school. One important difference, however, was that enrollment in magnet schools was subject to racial balance guidelines. Further, while some magnets had academic selection criteria, most did not: subject to racial balance guidelines, students could voluntarily choose to attend based solely on their interest in the program. Most of the more traditional specialty schools, on the other hand, required students to take tests or meet other admissions standards.

With the 1975-76 court endorsements of magnet schools as a means of desegregation on a voluntary basis, the concept of magnet school programs expanded to encompass a broad range of program themes. Some districts continued to offer curricula with special emphases but included programs emphasizing humanities, languages, or career exploration as well as the more traditional content emphases. Other magnet programs provided a distinctive instructional approach or methodology such as alternative education, individualized education, accelerated learning, Montessori, open classrooms, and so forth. Typically, student and parent input provided the basis for determining the specific programs provided in a community. Many districts carefully monitored interest and enrollment in the various magnet programs, adding, expanding, or dropping programs as necessary to remain consonant with student and parent interests.

The educational reform climate that emerged in response to the publication of *A Nation at Risk* in 1983 further stimulated interest in magnet school programs as tools for educational reform as well as desegregation. In particular, attention was directed to the programmatic aspects of magnet schools. What made them distinctive? Were they more effective in enhancing student learning? More recently, the school choice movement also contributed to a favorable climate for the growth of magnet schools. Magnet school programs embody the principle of parental choice as well as competition, school site autonomy, and deregulation; these principles are central to the arguments supporting school choice as an effective educational reform (Chubb & Moe, 1990; Nathan, 1989; Raywid, 1989).

Magnet school programs thus represent the intersection of three different themes in educational reform: school desegregation, program improvement, and school choice (see figure I-1). It is the combination of these factors that differentiates magnets from other educational reform efforts.

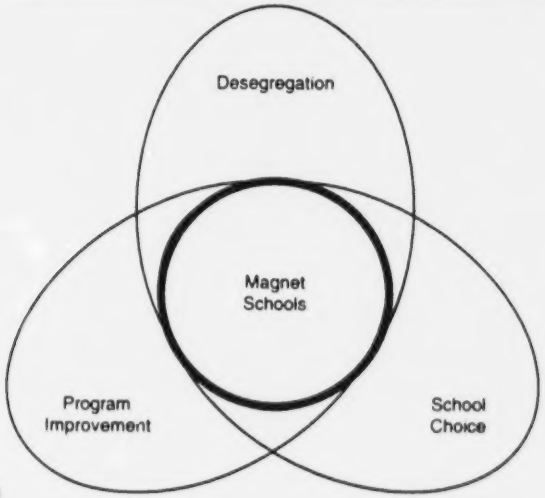

Figure I-1
Magnet Schools in the Context of Desegregation, Program Improvement, and School Choice

For this study, then, magnet schools are defined in terms of the following criteria.

Magnet schools must:

- *provide a distinctive curriculum or instructional approach,*
- *seek to attract students from outside designated neighborhood attendance zones, and*
- *have desegregation as an explicit purpose.*

Magnets are thus differentiated from other specialized schools and programs of choice that do not have desegregation as an objective, and from other voluntary (as well as mandatory) desegregation remedies that do not provide incentives in the form of distinctive programs.

■ The Federal Role in Supporting Magnet Schools

Federal government support for magnet school programs commenced in the early 1970s, during the early stages of the effort to desegregate schools. Initially, the federal government supported all types of desegregation activities through the Emergency School Aid Act (ESAA). An amendment to ESAA authorized grants to support planning for and implementation of magnet schools in districts undergoing desegregation. ESAA funds supported magnet schools in many cities, up to about $30 million a year

between 1975 and 1981, when the program was folded into the Chapter 2 block grants (Blank et al., 1983).

Explicit federal support for magnet schools resumed in 1985 with the authorization of the Magnet Schools Assistance Program (MSAP) under the Education for Economic Security Act (P.L. 93-377, Title VII). Under MSAP the requirements for federal support of magnet schools were expanded to include a focus on improving educational quality as well as desegregating schools. Since 1985, MSAP has provided over $739 million to support the implementation and expansion of magnet school programs. The program was reauthorized in the 1988 Hawkins-Stafford Amendments to the Elementary and Secondary Education Act of 1965 (P.L. 100-297), and is scheduled for reauthorization again in 1994.

In 1990, the U.S. Department of Education commissioned a comprehensive national study of magnet schools and their relationships to school desegregation, quality, and choice. The study is intended to inform Congress and the Department of Education about the extent to which magnet school programs generally, as well as those supported by MSAP, are helping to eliminate, reduce, or prevent racial isolation in American elementary and secondary schools, while at the same time providing stimulating and effective curricula that attract and challenge students from a variety of backgrounds. The study also examines the extent to which and the ways in which MSAP-supported magnets are similar to, or different from, other magnets.

■ Purpose and Objectives of the Magnet Schools Study

The last major survey of magnet schools occurred in the early 1980s (Blank et al., 1983), and found that the number of districts offering magnet programs had increased dramatically since being accepted by the courts as a voluntary strategy for desegregating schools. During the first five years following that decision, the number of districts offering magnet school programs had increased from 14 to 138, with over 1,000 individual magnet programs being offered in those 138 districts (Blank et al., 1983, p. 10-11). The growth in magnet school programs continued through the 1980s. In a 1989 follow-up survey of many of the districts that participated in the 1983 study, Blank (1990, p. 43) found that the average urban district with magnet schools had over 50 percent more students enrolled in magnets than they did in 1983.

As magnet schools have become more prevalent, debate over the merits of magnets has accelerated commensurately. Proponents of magnet programs argue that they contribute to school desegregation and to improving educational quality (c.f., Archbald, 1988; Blank, 1990; Rossell, 1990b;

Witte and Walsh, 1990). At the same time, critics express concerns over the potential for elitism and inequity that they feel is inherent in magnet programs (Moore and Davenport, 1989). However, as Archbald (1991) notes in his review of literature and research findings pertaining to magnet schools,

> Research has not kept pace with the rise of magnet schools and the use of principles of choice in desegregation plans. Given the significance of magnet schools in desegregation policy and in implementing principles of school choice, we have remarkably little hard data on magnet schools. We need to learn more about the prevalence of and trends in magnet schools, about magnet schools' role and effectiveness in desegregation plans, and about their effects on educational quality. (p. 2)

The present study seeks to address these issues. Its purposes, as outlined by the U.S. Department of Education, are as follows:

- Describe the nature and extent of magnet schools or programs available at the elementary, middle, and high school levels throughout the nation, including districts that have, and those that have not, received funds from the federal Magnet Schools Assistance Program (MSAP) or its predecessor, the Emergency School Aid Act (ESAA);

- Assess the effects of the MSAP in achieving (a) desegregation of school systems, (b) increased educational achievement of participating students, and (c) educational improvement of the district school system of which the magnet program is a part; and

- Recommend possible alternatives for future federal policies and regulations on magnet schools.

Table I-2 identifies the broad research issues and potential specific questions to be investigated in the study.

Table I-2
Research Issues and Questions

1. What are the characteristics of districts with and without magnet school programs?

- How are magnet schools distributed by region, urbanicity, and other socioeconomic variables?
- How are magnet schools distributed by educational level (e.g., elementary, intermediate, secondary), and what are their characteristics?
- Do districts with magnet schools differ from other districts along demographic or socioeconomic lines?
- Are magnet schools more likely to be found in districts operating under desegregation plans?
- What percent of magnet or alternative schools are included as elements of district desegregation plans?
- What types of desegregation plans are associated with magnet schools?

2. What are the characteristics of magnet schools and magnet programs?

- What are the curricular themes or pedagogical approaches employed by magnet schools at different educational levels?
- What proportion of magnet programs are "whole school" programs or "program within a school" programs?
- How many of the magnet schools have formal admissions criteria?
- What formal or informal admissions criteria are actually employed?
- What are the frequency and extent of waiting lists?
- How do student/teacher ratios or class sizes compare for magnet and nonmagnet programs?
- What other resources are consumed by magnet programs above and beyond what would be required by nonmagnet schools?
- What are the nature and extent of magnet schools' outreach efforts?
- What proportion of students, overall and by race-ethnicity, are enrolled in magnet programs?
- To what extent are high and low income students enrolled in magnet programs?
- What percent of the magnet students are limited-English proficient or handicapped?

3. How do magnet programs receiving support from the federal Magnet Schools Assistance Program (MSAP) differ from other magnet programs?

- Do MSAP-supported programs differ in terms of size or in terms of racial-ethnic or socioeconomic distributions of enrollments?
- Do MSAP-supported programs differ in terms of the curricular theme or method of instruction offered?
- Are MSAP-supported programs more likely to be "whole school" or "program within a school"?
- Do MSAP-supported programs differ in terms of the type and scope of desegregation plans associated with the programs?
- How great is MSAP's emphasis on desegregation goals and accomplishments in awarding funds?
- Are MSAP-supported programs more effective in terms of accomplishing desegregation?
- Are MSAP-supported programs more effective in terms of fostering school improvement and educational quality?
- What percent of the magnet programs' funding is derived from the MSAP grant?
- Do the characteristics of MSAP magnets vary as a function of the number of MSAP awards received?
- What has the continuity of program operations been after MSAP funding ceases?
- What planning do districts undertake when MSAP funding is about to cease?
- What funding sources have been used to support the continuation of magnet programs when MSAP funding ceases?

(continued)

Table I-2 (continued)
Research Issues and Questions

- Are there differences in magnet program size and effectiveness when MSAP funding ceases?
- Do magnet school personnel anticipate that they will be able to continue their programs after the pressure to desegregate is relieved?

4. To what extent do districts with magnet schools also offer other schools of choice?

- What percent of districts with magnet schools also offer other educational alternatives?
- How many magnet or alternative schools accept students from outside the regular neighborhood attendance zone?
- What percent of students attend a school outside their regular neighborhood attendance zone?
- What percent of parents are offered a choice of schools?
- What percent of parents receive their first choice of school?
- What are the characteristics of parents or students who are offered a choice of schools?
- What are the characteristics of parents or students who exercise their option to choose a school?

5. To what extent do magnet programs lead to school desegregation?

- To what extent do magnet programs affect the amount of desegregation in schools?
- Do different types of desegregation plans or strategies moderate the effects of magnet programs on desegregation indices?
- Are desegregation plans and magnet programs more effective in terms of desegregation for some racial-ethnic groups than others?
- How effective are magnet programs (and choice), in terms of desegregation and school improvement, in predominantly minority communities?
- What features of magnet programs are most attractive to minority parents or students?
- Does the scope of options and choice moderate the effects of magnet programs on desegregation indices?
- What are the effects of alternative program strategies (e.g., interdistrict enrollment, intensive investment in minority schools) on desegregation and school improvement?

6. To what extent do magnet schools differ from other schools in terms of their organizational characteristics and resource allocations?

- Do magnet schools differ in terms of autonomy from the central office or in terms of site-based management strategies?
- Do magnet schools differ in terms of staff morale?
- Do magnet schools experience greater levels of parent involvement?
- What strategies do districts use to identify curricular themes and instructional methods for their magnet programs?
- What strategies do districts use to develop community and teacher support for their magnet programs?
- How many and what type of resources are allocated to magnet programs versus nonmagnet programs?
- To what extent do start-up costs for magnet programs, and differences in costs of magnet and nonmagnet programs, decline over the long run?
- What resource allocation differences do staff perceive between magnet programs and regular schools?
- To what extent is magnet program success dependent on resource allocations?

(continued)

Table I-2 (continued)
Research Issues and Questions

7. To what extent and in what ways do magnet programs lead to educational quality and improvement?

- To what extent and in what ways do magnet programs affect student achievement, relative to the achievement of similar nonmagnet students?
- Are there subgroup differences in the effects of magnet school enrollment on academic achievement?
- Do district, school, and student characteristics have moderating effects on the influence of magnet school attendance on academic achievement?
- Are there threshold effects relating to the scale of the magnet program on academic achievement?
- Are there threshold effects associated with the amount of change in the school environment that affect the influence of magnet program attendance on academic achievement?
- What magnet school implementation strategies are associated with improved student performance?
- Is there a minimum amount of program exposure that is required for magnet school attendance to affect academic achievement?

8. To what extent do magnet programs enhance student access to quality education?

- Do magnet programs lead to stratification of students among schools within a district?
- What effects do admission criteria and procedures have on the access of students to quality education programs?
- To what extent are students and parents *really* able to choose the schools they will attend?
- Are there variations in the likelihood of choosing among different racial-ethnic or socioeconomic status groups?
- Do racial-ethnic or socioeconomic groups differ in the choices they make?
- To what extent do outreach efforts equalize choosing opportunities and behavior?
- To what extent does the amount of parent involvement vary depending on the number or type of choices offered?
- Are there different patterns of parent involvement for different racial-ethnic or socioeconomic groups?
- Are larger programs or more choices associated with higher levels of school improvement or student performance?

■ Overview of Design and Methodology for this Report

This report addresses the first four broad research issues shown in table I-2. Data presented in this report are based on data obtained from an initial survey of a representative sample of all U.S. multischool districts, followed by a more detailed survey of districts found to have magnet programs. Additional data were obtained from Department of Education data bases and program records.

For the broad descriptive and comparative analyses, a national probability sample of 600 multischool districts was drawn. Because issues of magnets, school desegregation, and choice only pertain to districts having more than one school at a given grade level, the survey was limited to *multischool* districts. The sample drawn allows estimation of the proportions of

multischool districts nationwide with magnet programs, various types of desegregation programs, and nonmagnet specialty schools and programs of choice. It also allows estimation of the numbers of students enrolled in such districts, and thus potentially affected by such programs.

Interviews were conducted with the superintendent or a designated representative in each of the districts selected, to obtain information about whether or not they had magnet schools, desegregation plans, and nonmagnet specialty schools and programs of choice. In addition, information was obtained regarding the districts' demographic characteristics and enrollments. A total of 489 districts (81.5 percent) completed the survey, and an additional 73 (12.1 percent) provided answers to selected key questions.

Districts were also asked to provide current enrollment data, by race, for each school in the district. Enrollment data for earlier years (1968-1990) were obtained from federal government data bases: the Common Core of Data Nonfiscal Survey Files (developed by the National Center for Education Statistics) and the U.S. Department of Education Office for Civil Rights Surveys.

More detailed analyses of magnet school programs are based on a subset of 127 districts that had one or more magnet programs. These districts were asked to provide additional information on the implementation of their magnet program, including funding and staffing. A total of 113 districts (89.0 percent) completed the survey.

Data on individual magnet programs, including program theme, grades served, selection criteria, number of transfers by race, and waiting lists were obtained through a mail survey. A total of 1147 questionnaires (59.5 percent of those distributed) were returned.

Information on federal MSAP support for magnet programs was obtained from program records. Specifically, information was provided regarding program operations, applicants and grantees for each of the four grant cycles (fiscal years 85, 87, 89, and 91), and funds received by each successful grantee.

Data from the larger sample are used to generate estimates of the nationwide prevalence of magnet schools, desegregation plans, and nonmagnet specialty schools and programs of choice. Information on the operation of magnet school programs and on the characteristics of individual magnet schools and magnet programs is based on the smaller, follow-up survey sample. (See

appendix A for a more detailed discussion of the study design and procedures, including sampling, data and data collection, and analysis considerations.)

Organization of this Report

Survey results are organized around the research and policy issues of concern to the federal government, as well as to the larger educational community, as follows:

- How prevalent are magnet schools and magnet school programs in contemporary American schools?
- What are the distinguishing characteristics of magnet schools and magnet programs?
- How has the federal Magnet Schools Assistance Program contributed to the development and implementation of magnet school programs?
- What are the relationships between magnets and nonmagnet speciaity schools and programs of choice?

The concluding chapter summarizes the major findings from the study and discusses questions remaining to be addressed. A glossary of terms is provided at the end of the report. Appendices provide technical information on the study design, sampling, and data collection, as well as detailed tables supporting the findings presented in the text. Copies of the survey instruments are also included in the appendices.

II. The Growth of Magnet School Programs

The 1975 and 1976 court endorsements of magnet schools as a strategy for desegregating schools, combined with increasing interest on the part of students and parents in educational innovation, provided a significant impetus to the establishment of magnet school programs. In their 1983 study of magnet schools and educational reform, Blank et al. reported that 138 urban school districts offered magnet school programs, with over 1,000 individual magnet schools in operation. Over the ensuing decade the federal government has invested over $739 million to assist school districts to initiate or expand magnet programs, and state and local educational agencies have made significant investments as well.

In this chapter, we examine the impact of these investments on the establishment of magnet schools and magnet school programs: How prevalent are magnets among American schools today? How many students are participating in magnet school programs? To what extent are magnets found in districts with desegregation plans? In what kinds of districts do magnet school programs tend to be found?

To answer these questions we draw on data obtained from a national survey of school districts, conducted during the 1991-92 school year.[5] Because issues of magnet schools and school desegregation pertain only to districts having more than one school at a given grade level, the survey was limited to *multischool* districts and the findings presented here pertain to the population of districts nationwide offering more than one school at one or more grade levels. As of 1989, there were 6,392 multischool districts in the United States, and over 35 million students were enrolled in these districts. Survey results indicate the numbers or proportions of these districts that had magnet

[5] A sample of 600 school districts was surveyed as part of this study. Details on the selection of the sample and the data collected are provided in appendix A.

schools or desegregation plans, and the numbers or proportions of students in multischool districts that were enrolled in districts having magnet schools or desegregation plans.* Because districts vary widely in size, programs offered in a relatively small number of school districts can affect a substantial proportion of the nation's students.

■ How Prevalent are Magnet Schools and Magnet School Programs in American School Districts Today?

The number of districts offering *magnet school programs* has increased by 67 percent in the past decade. We estimate that 230 multischool districts nationwide offered magnet school programs during the 1991-92 school year,[7] compared to 138 in 1981-1982 (Blank et al., 1983, p. 11). These 230 districts comprised approximately 4 percent of all multischool districts nationwide but 24 percent of all students in multischool districts, or 7.8 million students (see figure II-1). Thus, nearly one in four students in multischool districts nationwide in 1991-92 were enrolled in a district that offered magnet schools. The difference between the relatively small proportion of districts offering magnets and the larger proportion of students nationwide that were enrolled in those districts suggests—as would be expected—that magnet school programs tend to be found in the larger districts where desegregation is more likely to be an issue.

The number of individual *magnet schools* has grown even more than the number of districts with magnet school programs. Within the 230 districts offering magnets in 1991-92, we estimate that there were a total of 2,433 individual magnet schools in operation (see table II-1). This is more than twice the figure (1,019) found in 1981-82 (Blank et al., 1983, p.11). While the total number of magnet schools in a district ranged from 1 to 175, half of the districts had 4 or fewer magnets, and 23 percent had only 1.

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* Although the rate of nonresponse to the questions in the survey was quite small (see appendix A), the results presented in this report should be viewed as conservative as they have not been adjusted to reflect possible nonresponse biases.

[7] As noted in chapter I, the term "magnet school program" refers to a districtwide program that includes magnets, while the terms "magnet school" and "magnet program" are used to refer to individual schools or programs within the district (e.g., a school of the arts or a math-science program).

Figure II-1
Overall Prevalence of Magnet School Programs
(reference Tables II-1 and II-2 in Appendix B)

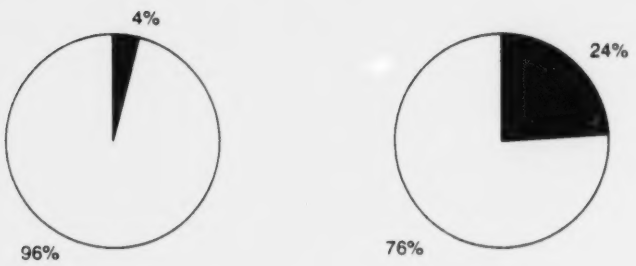

Figure reads: Although magnet programs are offered in only about 4 percent of the nation's multischool districts, these districts contain about one-quarter of the student population.

The number of magnet schools or magnet programs in a district, however, is somewhat influenced by the total number of schools in the district: smaller districts are likely to have fewer, perhaps many fewer, magnets than larger districts. To provide a better context for understanding the prevalence of magnet schools within districts, we calculated the proportion of schools within a district that were magnets or contained magnet programs. Again, there was considerable variation across districts, with the proportions ranging from 1 percent to 100 percent. Magnet school programs appeared to be well established in at least half of the districts, with 12 percent or more of the schools in the district being magnets.

Table II-1
Size of Districts' Magnet School Programs

	Number of Magnet Schools	Percent District Schools that are Magnets	Number of Magnet Programs
Total number	2,433	n.a.	3,171
Range	1-175	1%-100%	1-370
Mean	11	25%	14
Median value	4	12%	5
Modal value (Percent of districts)	1 (23%)	8 (9%)	1 (20%)

Within a single magnet school there may be more than one *magnet program;*[8] as a result, the total number of magnet programs offered to students is somewhat higher than the total number of magnet schools. We estimate that 3,171 individual magnet programs were offered to students during the 1991-92 school year. In absolute terms, the number of programs offered per district ranged from 1 to 370, although only two districts had more than 100 magnet programs. Half of the school districts with magnets offered five or fewer different magnet programs, and one-fifth of all the districts with magnets offered only a single magnet program.

These results indicate that over the last decade there has been continued growth in the prevalence and the scope of magnet school programs. Since 1981-1982, the number of districts offering magnet school programs has

[8] As will be discussed in chapter III, some magnet programs operate as programs within schools, and a single school may offer more than one magnet program (for example, a math-science program and a language immersion program could be offered at the same school).

increased by two-thirds, and the number of individual magnet schools has more than doubled. Magnet schools thus appear to be increasingly popular among educators. In the following section, we consider their appeal to students and families.

■ What is the Level of Participation and Interest in Magnet Programs?

The number of students enrolled in magnet programs has nearly tripled in the past ten years. We estimate that over 1.2 million students were enrolled in magnet programs in the 1991-92 school year, as contrasted to nearly 441,000 in 1981-82 (Blank, et al., 1983, p.11). These students represented about one-sixth (15 percent) of the nearly 7.8 million students enrolled in districts with magnets, a three-fold increase over the 5 percent magnet enrollment reported for 1981-82.[9] As with the proportion of schools in a district that are magnets, the proportion of students in a district that were enrolled in magnet programs varied dramatically, from a low of 1 percent to a high of 80 percent.

Overall, an average of 61 percent of magnet students were black, Hispanic, or from another minority group. Across all districts with magnet programs, in 1991-92, 62 percent of students were black, Hispanic, or from another minority group. These figures suggest that, overall, minority students are neither more nor less likely than white students to enroll in magnet programs. (It is possible, however, that participation rates vary in particular districts; this question is addressed in chapter III.)

The number of students enrolled in magnets provides only a partial indicator of student and parent interest in magnet programs. Many students who would like to participate in magnets are not accepted due to insufficient capacity. Over half (53 percent) of the magnet programs surveyed reported that they maintained waiting lists for students who applied but could not be accepted into the program. Half of these waiting lists contained 40 or fewer names, but a quarter of them contained over 100 names, and a few (3 percent) contained over 1,000. Almost 123,000 student names were on magnet program waiting lists nationwide, although some students may have been wait-listed for more than one magnet program. At the same time, other interested students may not have applied and thus not be included on a

[9] On average, one-quarter (25 percent) of the schools in magnet districts are magnet schools. Since a large proportion of magnet programs are offered as programs within schools and do not serve the entire school's enrollment, the proportion of students served is less than the proportion of schools that are magnets.

waiting list—because they perceived that there was insufficient space in the magnets or because the types of magnet programs they were interested in were not offered in their district. As was true for magnet program enrollment, approximately 60 percent of the students on magnet waiting lists were black, Hispanic, or from another minority group.

These figures underscore the growing demand for magnet programs, especially among minority students.

■ What are the Relationships between Magnet School Programs and Desegregation Plans?

As defined in the federal regulations governing the MSAP, magnet schools must have a desegregation emphasis. Districts may employ a variety of strategies to desegregate their schools, only one of which is magnet programs. Magnets are designed to provide an incentive to parents to (1) keep their children in the public school system, and (2) enroll their children in schools outside their immediate neighborhoods so that minority isolation is reduced and racial balance across the schools is improved. Most (85 percent) of the magnet school programs in this study were found in districts operating under formal written desegregation plans (see figure II-2).[10] As expected, these tended to be the larger districts, and encompassed the vast majority (21 percent out of 24 percent) of the students in districts offering magnet programs.

At the same time, it is not the case that most districts operating under desegregation plans provide magnet schools. Overall, 672 districts, or 11 percent of multischool districts nationwide, were operating under a formal written desegregation plan during the 1991-92 school year. As with districts offering magnet school programs, the districts operating under desegregation plans tended to be the larger districts, encompassing 32 percent of the students in multischool districts nationwide. However, fewer than a third of these districts (29 percent) provided magnets. Again, it is the larger districts that are likely to include magnet schools as part of their desegregation efforts. Districts with magnets encompass approximately two-thirds of the students enrolled in districts operating under a desegregation plan (21 percent out of 32 percent).

[10] In this study the term "desegregation plan" is used to refer to a formal written plan of student assignment designed to attain a specified racial-ethnic composition in some or all of the schools in the district. Desegregation plans may be court-ordered or initiated voluntarily by school districts.

Figure II-2
Relationship between Magnet School Programs and Desegregation Plans (reference Tables II-3 and II-4 in Appendix B)

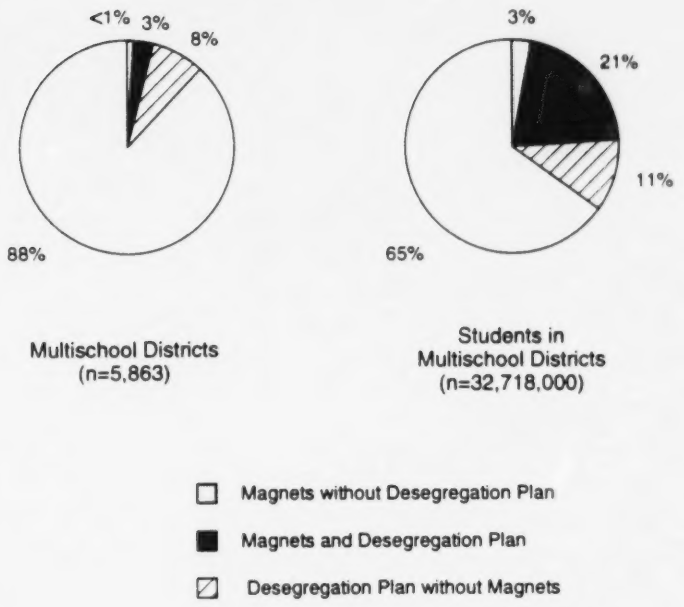

Figure reads: About one-fourth (3 percent out of 11 percent) of districts with desegregation plans offer magnet schools. However, nearly two-thirds (21 percent out of 32 percent) of students in desegregation plan districts are in districts with magnets.

A small number of districts offering magnet schools (32) indicated that they were *not* operating under a desegregation plan at the time of our survey. Of these, 11 had previously operated under a desegregation plan. Of the remaining 21, the fact that they operated magnet schools indicates a commitment to promote school desegregation, even though they had not adopted a formal written desegregation plan.[11]

Magnet school programs are thus largely linked to formal desegregation plans, particularly in the larger school districts. However, for all the apparent appeal of magnets, fewer than one-third of all district operating under desegregation plans include magnets as part of their plans.

■ In What Kinds of Districts are Magnet School Programs and Desegregation Plans Found?

Magnet schools and desegregation plans are largely phenomena of large urban school systems. While 4 percent of multischool districts nationwide offered magnet school programs, 53 percent of large urban districts (i.e., districts with more than 10,000 students) had such programs; similarly, while 11 percent of all multischool districts operated under a desegregation plan, 59 percent of large urban districts did so (see figure II-3).

Magnet school programs and desegregation plans are also relatively more prevalent among high-minority and low-income districts. High-minority districts (i.e., those where fewer than 50 percent of the students are white) were four times more likely to have magnet school programs, and three times more likely to have desegregation plans, than were multischool districts in general. Low-income districts (i.e., those where more than 50 percent of the students qualified for free or reduced-price meals) were three times more likely to have magnet school programs, and nearly four times more likely to have desegregation plans, than were districts in general.

A similar picture, though not as pronounced, characterizes the relative prevalence of magnet school programs and desegregation plans among students in large urban, high-minority, and low-income districts (see figure II-4). While 24 percent of students in multischool districts nationwide were enrolled in districts with magnet school programs, 68 percent of students in large urban districts, 55 percent of students in high-minority and 55 percent of students in low-income districts were enrolled in

[11] For example, district boards may adopt a resolution encouraging efforts to desegregate schools, or voluntarily engage in such activities, in the absence of a formal written desegregation plan.

Figure II-3
Prevalence of Magnet School Programs and Desegregation Plans in Large Urban, High-Minority, and Low-Income Districts
(reference Table II-5 in Appendix B)

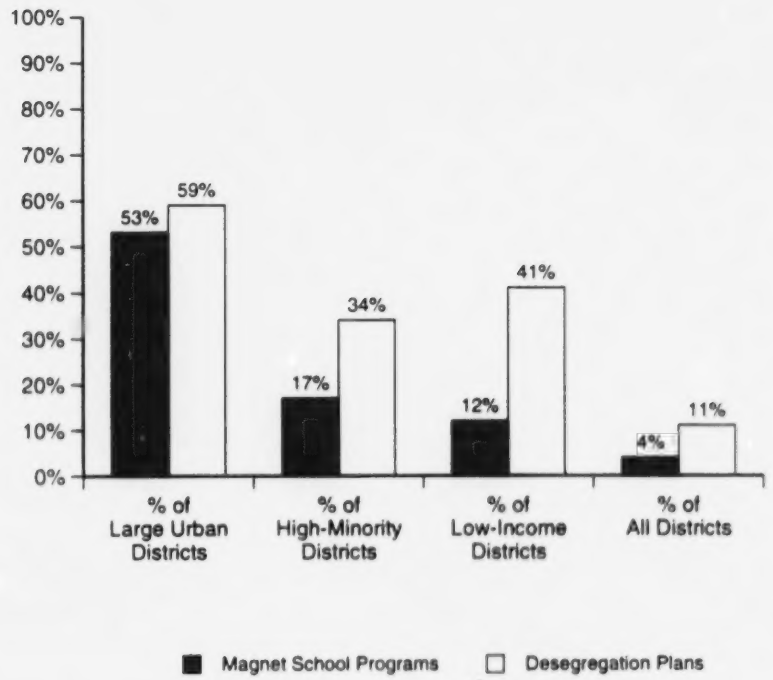

Figure reads: Over half of the nation's large urban school districts have magnets or desegregation plans.

Figure II-4
Prevalence of Magnet School Programs and Desegregation Plans among Students in Large Urban, High-Minority, and Low-Income Districts (reference Table II-6 in Appendix B)

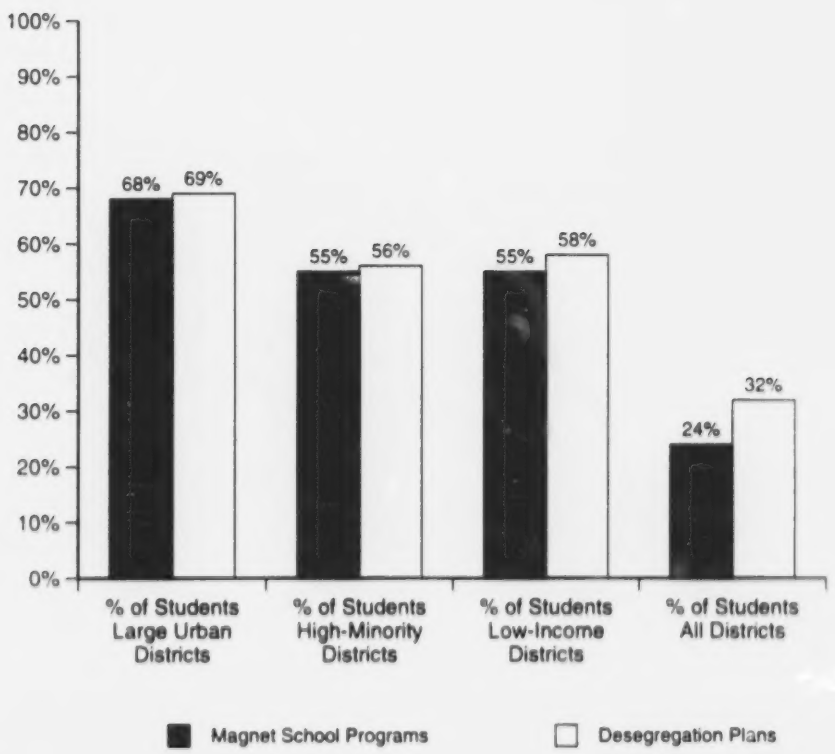

Figure reads: Over two-thirds of the students in large urban districts and over half of the students in high-minority and low-income districts have magnet school programs in their districts.

districts offering magnets. Similarly, while 32 percent of students in multischool districts generally were enrolled in districts operating under a desegregation plan, 69 percent of students in large urban districts, 56 percent of students in high-minority districts, and 58 percent of students in low-income districts were in districts operating under a desegregation plan.

Not only are magnets relatively more prevalent among the large urban, high-minority, and low-income districts, they tend to be highly concentrated in such districts (see figure II-5). Of the 230 districtwide magnet school programs identified, 54 percent were in large urban districts, 57 percent were in districts with high proportions of minority students, and 37 percent were in districts with high proportions of low-income students. Desegregation plans are somewhat less concentrated in such districts: of the 672 districts operating under a desegregation plan, 20 percent were in large urban districts, 38 percent were in high-minority districts, and 42 percent were in low-income districts.

High-minority districts with magnet school programs or desegregation plans tended either to be primarily black or to have no dominant minority group (see figure II-6).[12] Of the 57 percent of magnet school programs in high-minority districts, 20 percent were in primarily black districts and 31 percent were in districts with no dominant minority group. Among the 38 percent high-minority desegregation plan districts, 15 percent were primarily black districts, and 20 percent had no dominant minority group.

Students in districts offering magnet school programs and operating under desegregation plans are also disproportionately located in large urban, high-minority, and—to a lesser extent—low-income districts (see figure II-7). At the same time, over 10 percent of the magnet school programs were found in small districts (serving fewer than 5,000 students), and nearly 40 percent of the desegregation plans were found in such districts. While fewer students are impacted in these districts, it is clear that issues of desegregation and the use of magnet schools as a remedy are not restricted to urban settings.

Districts with high proportions of minority and low-income students also tend to be the larger urban school districts, with the result that the demographic patterns noted previously are highly interrelated. When differences in district size and race composition are taken into account, differences in the distribution of magnet programs as a function of the proportion of poorer students in the district are not significant. However,

[12] Minority districts were considered primarily black if the proportion of students that was black exceeded the proportion for the next largest group by more than 20 percent.

Figure II-5
Magnet School Programs and Desegregation Plans: Proportions Located in Large Urban High-Minority, and Low-Income Districts (reference Table II-7 in Appendix B)

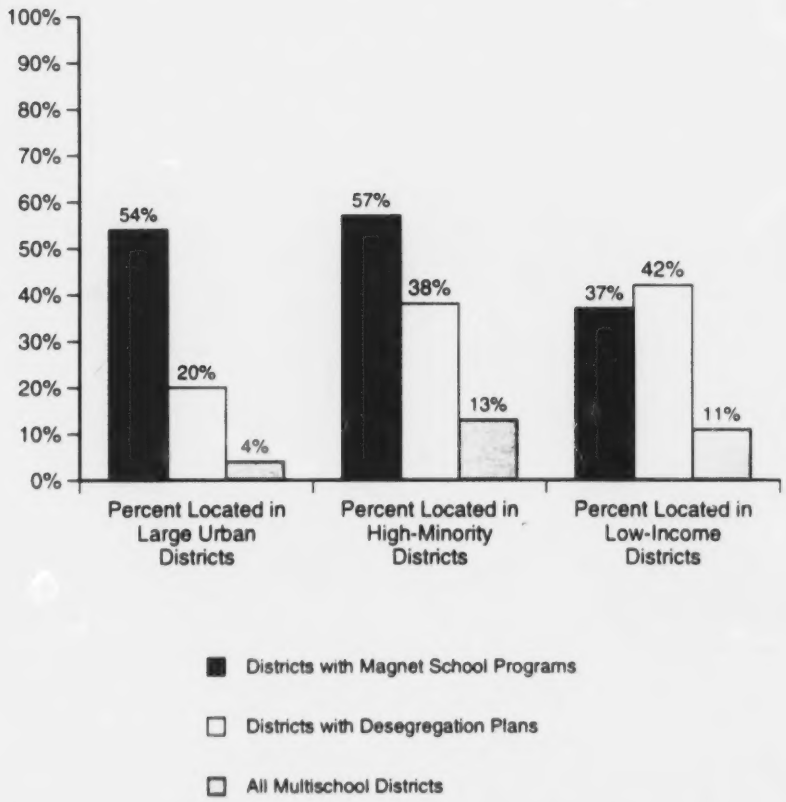

Figure reads: Over half of the nation's magnet school programs are located in large urban and high-minority districts.

Figure II-6
Magnet Schools and Desegregation Plans in High-Minority Districts, by District Race Composition

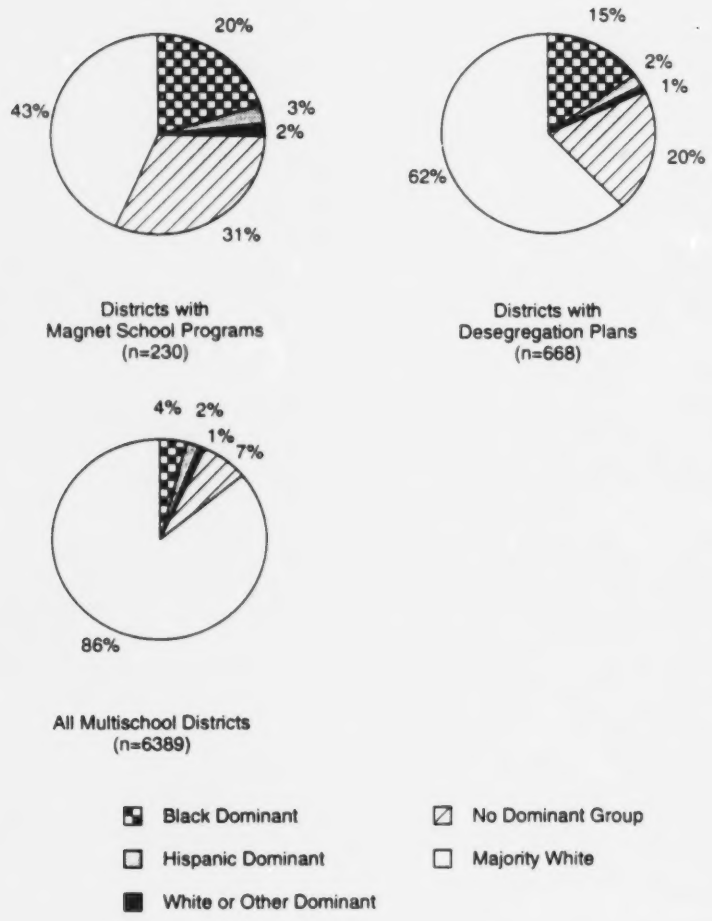

Figure reads: High-minority districts with magnet school programs tend either to be black-dominant or to have no dominant minority group.

Figure II-7
Students in Districts with Magnet Schools and Desegregation Plans: Proportions Located in Large Urban, High-Minority, and Low-Income Districts (reference Table II-8 in Appendix B)

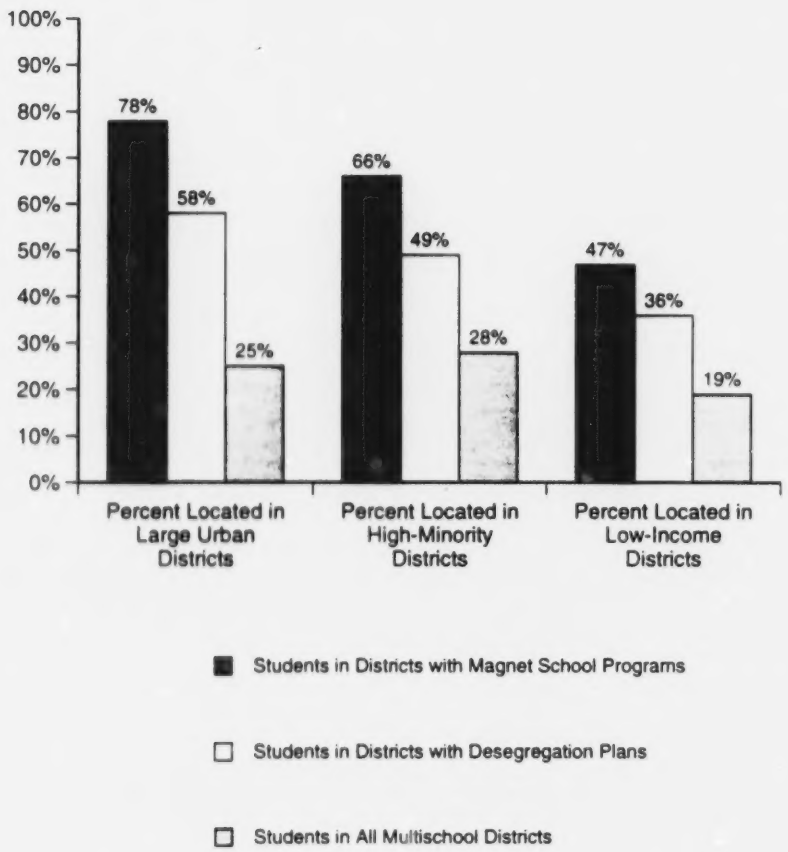

Figure reads: Over three-fourths of the nation's students in districts with magnets are located in large urban districts.

comparison of the distributions of magnet programs and desegregation plans suggests that magnet school programs, even more than desegregation plans, tend to be concentrated in the larger urban districts characterized by having high proportions of minority students.

Summary

The past decade has witnessed tremendous growth in magnet school programs and in participation in magnet programs. The number of districts offering magnet school programs has increased by 67 percent over the past decade, and the number of magnet schools offered has more than doubled. During the 1991-92 school year, approximately 25 percent of students enrolled in multischool districts were in districts that offered magnet programs, and nearly 1.4 million students were enrolled in magnet schools programs. This represents a three-fold increase over the nearly 441,000 students enrolled in magnets in 1981-82. As further evidence of their popularity, a majority of magnet programs maintained waiting lists of additional students who would like to enroll in the magnet program.

The vast majority of magnet school programs were found in districts operating under a desegregation plan. However, districts with magnets were still a minority of the districts operating under desegregation plans. While both magnets and desegregation plans were found in all regions of the country, desegregation plans were relatively more prevalent in the South. Magnet school programs, however, were more likely to be found in the North, reflecting regional differences in approaches to school desegregation. Both magnet schools and desegregation plans were concentrated in large urban areas, with over one of two large urban districts offering magnet school programs. Magnets were also most likely to be found in districts where a majority of the students are black, Hispanic, or from another minority group. At the same time, about 10 percent of the nation's magnet programs were in small school districts and about 10 percent were in predominately white school districts.

These findings suggest that magnet schools are a growing phenomenon and enjoy widespread support in American education, particularly in large urban districts serving large numbers of minority students. To the extent that magnets contribute to school desegregation and educational quality, they represent a potential solution to many of the problems plaguing contemporary urban school systems. In the following chapters, we examine in more detail the characteristics of the magnet school programs and magnet schools implemented in these school districts, the role of federal funding in

supporting these programs, the relationship of magnets to nonmagnet specialty schools and programs of choice.

III. Implementation of Magnet Schools and Magnet Programs

Magnet programs seek to reduce minority isolation and enhance racial balance by providing an incentive for students to enroll in schools outside their neighborhood attendance zones. To achieve these objectives, magnets must successfully compete with other schools for students. This need for competitiveness—to be able to provide better or different educational programs and to be able to market these programs effectively—is critical for understanding their nature and diversity.

To attract students, magnets provide educational programs that are distinctive in terms of their content or instructional approach. These programs are intended to provide incentives to encourage voluntary transfers into the magnet school; they also are intended to strengthen the overall educational program. Since the needs of local communities are quite heterogeneous, diversity is to be expected. The *extent and types of magnet programs* are discussed in the first part of this chapter.

Magnet programs may be structured in different ways, reflecting different strategies for desegregating the school (or feeder school). A magnet program may exist as an entity within a regular school (program within school, or PWS magnets), or a distinctive magnet program may be implemented throughout the school (whole school magnets). Magnet schools may or may not have assigned attendance zones, allowing neighborhood students to attend as well as students transferring in from outside the neighborhood. The *prevalence of different magnet program structures* is discussed in the second part of this chapter.

The effectiveness of these programs in attracting students can be inferred from the *extent of participation* in them. The numbers and types of students enrolled in magnet schools and magnet programs nationwide are discussed in the third part of this chapter.

It is not sufficient just to make distinctive educational programs available—effective marketing is also needed to promote awareness of the programs' unique qualities among potential consumers. Strategies employed by different magnet programs to *encourage and facilitate participation* (i.e., to market their services) are discussed in the fourth and fifth parts of this chapter.

Finally, in addition to their special curricular offerings, magnet schools or programs differ from regular schools with respect to several other characteristics, including selection criteria, staffing ratios, staff selection procedures, and program costs. Discussions of these *structural differences from regular schools* and a summary conclude this chapter.

■ What are the Nature and Extent of Magnet Programs?

In the 1991-92 school year a total of 3,171 magnet programs were offered in 2,433 magnet schools. The vast majority of these magnet programs were located in large urban school districts and in districts where a majority of the students were minority or from low-income families (see figure III-1). The concentration of magnet programs in such districts is even more pronounced then would be expected based on proportions of magnet districts that are large urban, high-minority, or low-income districts. This is no doubt due to the fact that these districts are larger overall, and are likely to have greater numbers of magnets.

School or Grade Level. Although magnet programs were found at all grade levels, over half (53 percent) were located in elementary schools (see figure III-2)[13]. Because elementary schools are smaller (i.e., have smaller attendance zones), they are less likely to be integrated "naturally" as a function of the neighborhood racial composition, and less able to be

[13] Nationwide, 70 percent of all public schools are elementary schools. (U.S. Department of Education National Center for Education Statistics, School and Staffing Survey: 1987-88.)

Figure III-1
Magnet Programs and Magnet Districts: Proportions Located in Large Urban, High-Minority, and Low-Income Districts
(reference Table III-1 and Table II-7 in Appendix B)

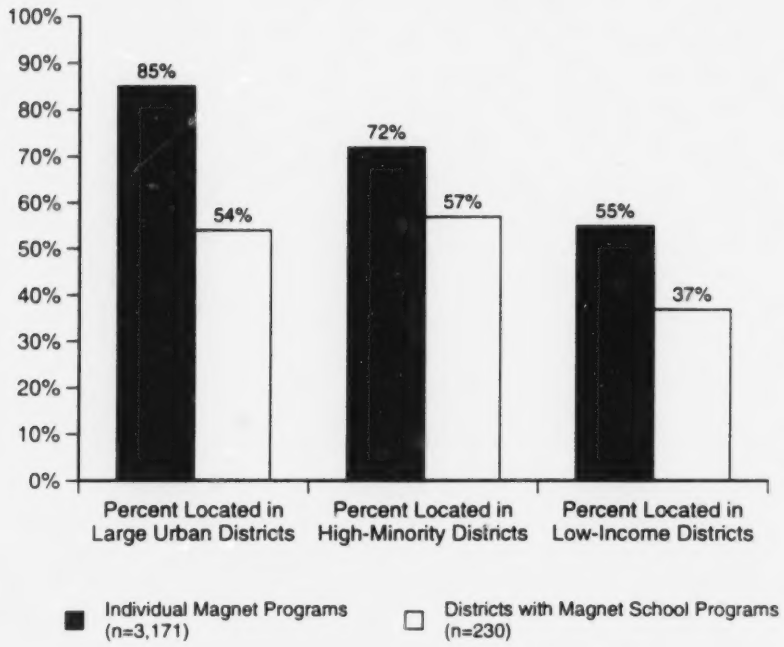

Figure reads: Magnet programs are highly concentrated in school districts that are in large urban areas, that are predominantly minority, and that are low-income.

Figure III-2
Distribution of Magnet Programs by School Level and Curriculum Emphasis (n=3,118) (reference Table III-2 in Appendix B)

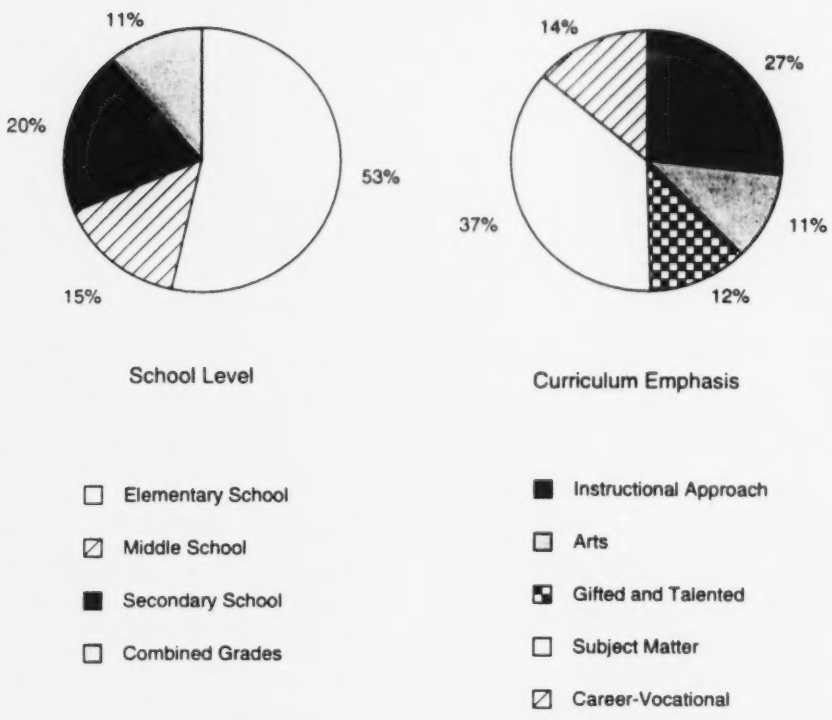

Figure reads: Over half of the nation's magnet programs serve only elementary school students. The most common type of magnet has a subject matter emphasis.

desegregated by simply redrawing attendance zones. By providing an incentive to encourage voluntary transfers, magnets can significantly enhance the desegregation of elementary schools. An additional 15 percent of magnet programs were located in middle schools and nearly one quarter (22 percent) were located in high schools. The remainder are found in nongraded or multilevel (e.g., K-12) schools (see table III-2).

Curriculum Emphasis. Magnet programs provide a wide variety of distinctive curriculum emphases, including aerospace technology, travel and tourism, Junior ROTC, biotechnology, mathematics, music, fine arts, science, drama, bilingual and trilingual programs, cosmetology, and small animal care programs. In addition, they may offer a variety of instructional approaches, including open classrooms, individualized education, Montessori, and basic skills. Although magnet programs were once synonymous with gifted and talented programs, such programs comprised less than one-eighth (12 percent) of the magnet programs identified. Most commonly, magnet programs had specific subject matter emphases (37 percent), such as mathematics, science, foreign languages, or humanities, or provided a distinctive instructional approach (27 percent), such as Montessori, basic skills, or individualized or open education (see figure III-2).

Many magnet programs (19 percent) combined different themes and approaches together. For example, they might offer selfpaced instruction in programs with specific subject matter foci (such as computer science or foreign languages) or combine different vocational or subject matter programs (such as technical training or science magnets).[14]

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[14] Multiple-theme magnets were classified according to the following rules:

(1) If any of the program's themes were "gifted and talented or honors," the program was "gifted and talented."
(2) Of the remaining programs, if any of the program's themes were "vocational," the program was "vocational."
(3) Of the remaining programs, if any of the program's themes were "subject matter," the program was "subject matter."
(4) If a program had an arts theme and used a special approach, the program was classified "arts."
(5) Programs with special instructional approaches were classified as "instructional approach" only if they had no specific theme focus.

As a result of these classifications, the numbers presented in figure III-2 somewhat undercount the prevalence of all of the classification categories except gifted and talented. Taking these multiple classifications into account, 17 percent of the programs included a vocational theme; 38 percent, a subject matter theme; 15 percent, an arts theme; 32 percent, a distinctive instructional approach; and 12 percent were gifted and talented programs.

To attract students, program offerings must be consistent with the perceived needs and desires of the students. Accordingly, it is not surprising that the types of programs offered vary according to the ages of the students served.

The distribution of magnet program themes by school level is displayed in figure III-3. The following patterns can be observed:

- The prevalence of career-oriented and vocational programs increases with the age of the students served. Career-vocational programs are much more common at the high school level. This reflects the increasing career orientation of older students. At the lower grade levels, career-vocational magnets typically offer programs in which information about various careers (e.g., aviation, health or business careers) is infused into instruction in math, science, English, and other core areas.

- Programs with distinctive instructional approaches (such as Montessori, open-education, team teaching, ungraded classrooms, or individualized instruction) are more prevalent in the elementary grades. Such programs may be especially attractive to the parents of younger children, for whom finding optimal educational approaches is especially important.

- Gifted and talented programs are slightly more common at the lower grade levels but can be found at all grades.

■ What are the Different Types of Magnet Program Structures and to What Extent are They Offered?

Types of Magnet Program Structure. Magnet programs can be structured in various ways. They can be differentiated in terms of whether all students in the school are included in the magnet program (*whole school magnets*) or whether only some of the students in the school participate in the magnet program (*program within school, or PWS, magnets*). Whole school magnets may be of two types. Those in which all students must apply to and be accepted by the magnet program (i.e., there is no assigned neighborhood attendance zone) are referred to as *whole school-dedicated magnets;* those that have an

Figure III-3
Distribution of Magnet Curriculum Emphases Across School Levels
(reference Table III-2 in Appendix B)

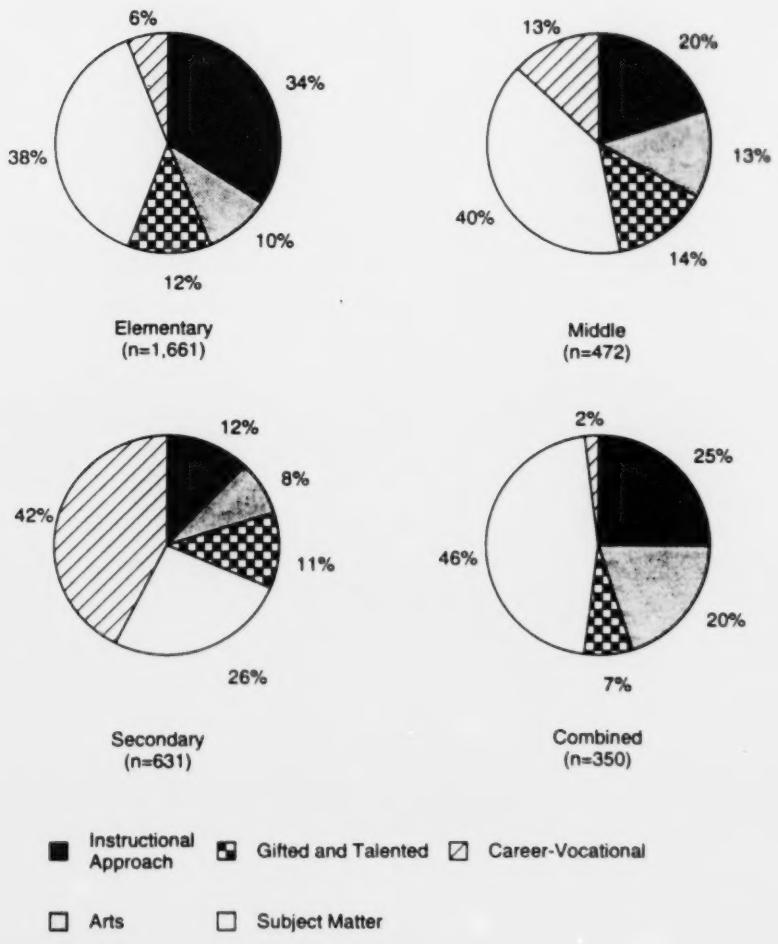

Figure reads: A specific subject matter is the most common theme for elementary school magnets. Vocational themes are the most common theme among secondary (high) school magnets.

assigned neighborhood attendance zone, allowing students in the surrounding neighborhood to enroll in the magnet program regardless of their race-ethnicity, are referred to as *whole school-attendance zone* magnets.

In *PWS magnets*, only a portion of students in the school participate in the magnet program. These programs, like all magnet programs, are marketed to encourage the enrollment of students from outside the school's attendance zone, and are often administered semiautonomously of the school's normal structure. Students may take some or all of their classes apart from the rest of the school. Thirty-eight percent of the nation's magnet programs were classified as PWS magnets (see figure III-4). However, since PWS magnets, by definition, are smaller than schools, only about 20 percent of the population of magnet students were in such magnets.

A significant proportion of PWS magnet schools housed more than one magnet program; overall, there were an average of 2 PWS magnet programs per school. In addition, PWS magnets can also be embedded within whole school magnets. Approximately 200 PWS magnets, or 16 percent of the total, are embedded within attendance zone or dedicated whole school magnets.

Whole school-dedicated magnets comprised about one-third (32 percent) of the nation's magnet programs (see figure III-4). Unlike PWS magnets, all students in the school participate in the magnet program, and all must have explicitly chosen to participate in the magnet program. Since there are no assigned attendance zones, no students enroll because it is their "neighborhood" school. The major problem that dedicated magnets face is attracting enough students to fill them. With school capacities typically in the range of 500-2,000 students, dedicated magnets sometimes offer a PWS program, open to a subset of the students in the school, as an added incentive.

Whole school-attendance zone magnets, which comprised over one-quarter (26 percent) of all magnet programs, emerged in response to parents' concerns about restricted access to the special programs provided by magnets. In PWS magnets and whole school-dedicated magnets, participation in the magnet program is restricted by racial balance guidelines or goals; in PWS magnets, many students in the surrounding neighborhood

Figure III-4
Relative Proportions of Different Types of Magnet Program Structures (n=3,118) (reference Table III-3 in Appendix B)

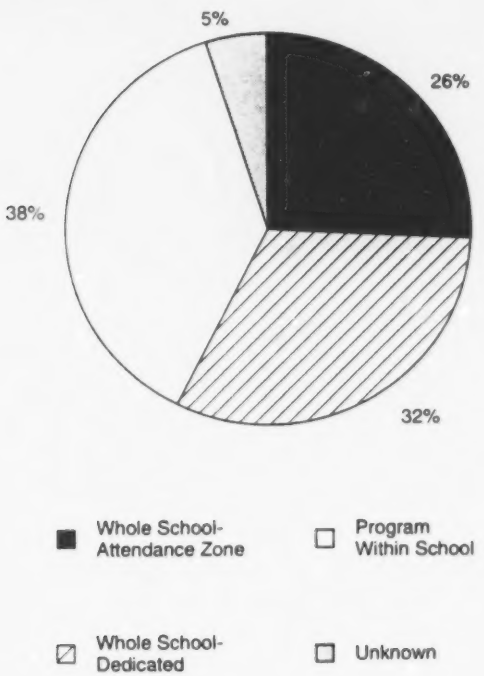

Figure reads: Over half of the nation's magnet programs are operated as whole school magnets (either Attendance Zone or Dedicated).

may be able to attend the school but not be allowed to participate in the magnet program, while in whole school-dedicated magnets, students living in the neighborhood must compete with students throughout the district for admission to the magnet school. In contrast, attendance-zone magnets extend access to students in the surrounding neighborhood, regardless of their race-ethnicity and without the need for application to the magnet program. In this way, they help alleviate concerns regarding elitism of magnet programs. However, there are two potential drawbacks to attendance-zone magnets. To the extent that students enroll in the magnet based on their residence, they may be less interested in or committed to the distinctive program or approach offered by the magnet. Further, the desegregation impact of the magnet may be reduced.[15]

Demand for participation in magnet programs has also led to schools with PWS magnets converting to whole school magnets. Approximately 10 percent of whole school magnets started as PWSs.

Variation by Level of School. Elementary and secondary schools differ markedly in terms of the extent to which they implement PWS versus whole school magnets and in the extent to which they implement whole school-attendance zone magnets (see figure III-5). At the elementary level nearly two-thirds (67 percent) of the magnets are schoolwide programs more or less evenly divided between attendance-zone (36 percent) and dedicated (31 percent) magnets; only 27 percent are PWS magnets. At the secondary level, on the other hand, a majority (69 percent) of the magnets are structured as PWS programs, and only 3 percent are whole school-attendance zone magnets.

These differences may reflect the relative ease or difficulty of implementing schoolwide magnet programs in elementary and secondary schools. Because elementary schools are smaller, it is may be easier to implement a schoolwide program, and to attract sufficient students interested in the magnet program's

[15] In one district many of the PWS magnets—especially those in minority neighborhoods—were converted to whole school-attendance zone programs in response to charges of elitism. Incorporating the neighborhood minority students resulted in classes that were 80-90 percent nonwhite (reflecting the race composition of the whole school) instead of the 50-60 percent nonwhite rates that had been characteristic of classes in the PWS magnet program, and many white parents refused to send their children to these magnet programs.

Figure III-5
Magnet Program Structures by School and Grade Level
(reference Table III-3 in Appendix B)

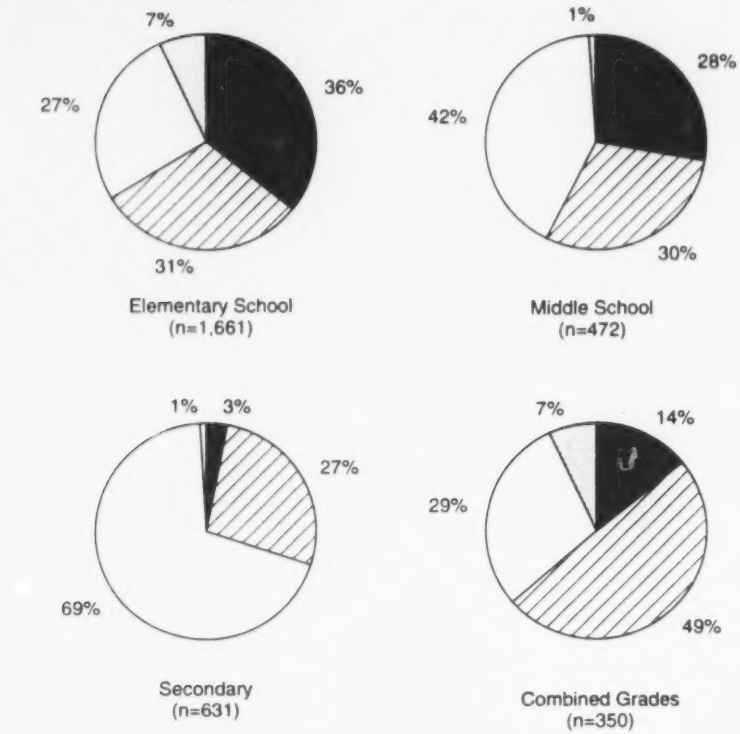

Figure reads: Whole school magnets are most common at the lower grade levels—program within school magnets, at the secondary level.

special focus or approach to fill the schools. PWS magnets, on the other hand, may be more amenable to the departmentalized structure characteristic of secondary schools. PWS magnets also allow the school to provide a number of distinctive programs, thus attracting a wider range of student interests and abilities.

The greater prevalence of whole school-attendance zone magnets at the elementary level likely reflects parents' concerns about access to the special programs offered by magnets. Such concerns may be especially pronounced at the elementary level, where greater importance is typically attached to the concept of a "neighborhood" school, and where there is not a tradition of multiple program offerings within the schools.

Variation by Curriculum Emphasis. For the most part, magnet program structure does not vary markedly across the various curriculum emphases (see figure III-6). However, gifted-talented and career-vocational magnet programs were more likely to be delivered through PWSs than through whole school magnets (either dedicated or attendance zone). This may reflect the difficulty of attracting enough gifted and talented students or students with specific career interests to fill an entire school.

■ How do Districts Encourage and Assist Student Participation in Magnet Schools or Programs?

To achieve its desegregation objective, a magnet program must attract students from outside an assigned neighborhood attendance zone. In order to do this, school districts engage in outreach activities to inform students about and attract them to the magnet(s) and provide special transportation services as necessary to assist students to attend.

Outreach strategies. The typical magnet district employed more than six different outreach strategies to attract students. This high level of outreach effort is a good indicator of the serious commitment that most districts have made to their programs. Without such outreach, the chances of magnet programs successfully attracting students from other neighborhoods are negligible.

Figure III-6
Magnet Program Structures by Curriculum Emphasis
(reference Table III-4 in Appendix B)

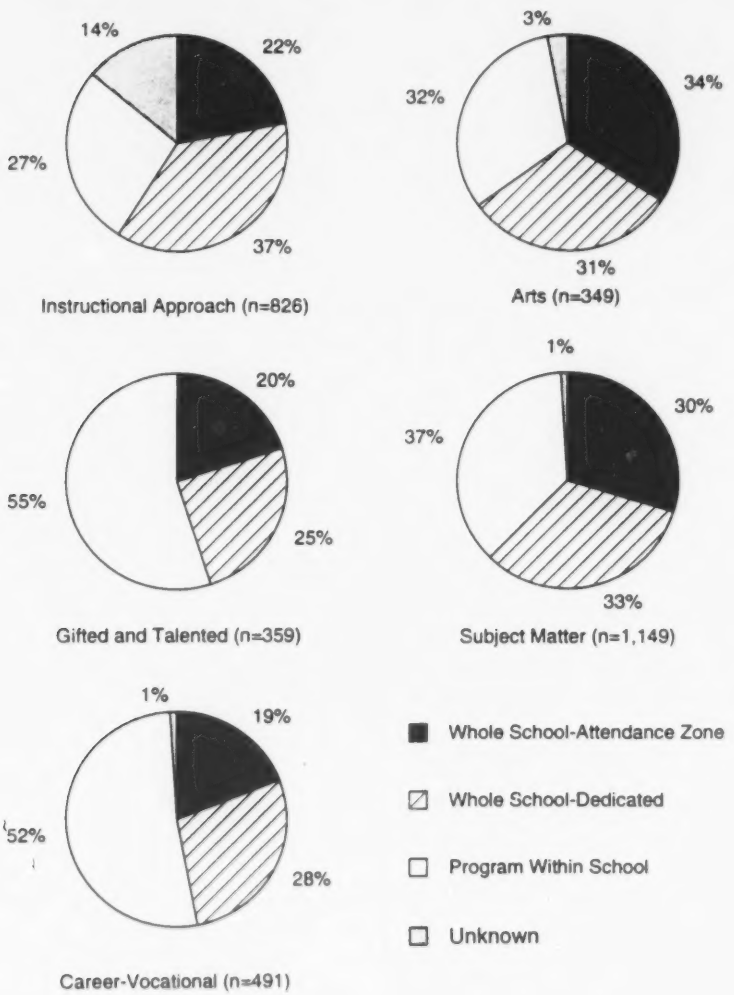

Figure reads: Over half of the gifted and talented and career-vocational magnet programs are operated as program within school magnets.

A wide range of strategies was employed by these districts (see figure III-7). The most frequently used outreach strategies included distribution of information or applications to students (95 percent), printed brochures (92 percent), and information or applications mailed to parents who request it (86 percent), followed by planned visits and tour sessions for parents or students at the magnet schools without transportation (79 percent), presentations at other schools by magnet teachers or students (70 percent), and formal advertising in local media (64 percent). Relatively few districts routinely sent information or application forms to all parents (39 percent) or provided transportation for those visiting magnet schools (32 percent).

Over one-third (36 percent) of the districts employed other means to disseminate information about their services. The most frequently reported "other" strategy involved presenting information at fairs, forums, and expositions, followed by the use of videotapes. Some districts also implemented parent and student outreach programs, telephoning parents and students to inform them about program opportunities. Other districts provided full-time, special parent information centers, or full-time staff to disseminate information about their magnet programs. In one district, tours of magnet high schools were provided for middle school teachers to encourage them to tell their students about these magnets. During the tours, teachers were provided with substitutes for their classes as well as free lunches.

Transportation. Transportation is an important factor in the accessibility of magnet programs to students throughout the district. Districts can facilitate enrollment at specific schools through the provision of transportation (or transportation subsidies). Conversely, the absence of transportation can strongly discourage out-of-neighborhood enrollment. Federal funds provided through the Magnet Schools Assistance Program (MSAP) may not be used to provide transportation services, but grantees may use state or local funds for transportation. The receipt of MSAP funds, however, may free up other funds for transportation.

Overall, most districts provided transportation subsidies to enable students to attend magnet schools (see table III-1). Transportation subsidies were most widely available for elementary school magnets with nearly five out of six districts providing full or partial subsidies to elementary magnet students.

Figure III-7
Percentage of Districts Employing Different Outreach Strategies for their Magnet Programs (n=221) (reference Table III-5 in Appendix B)

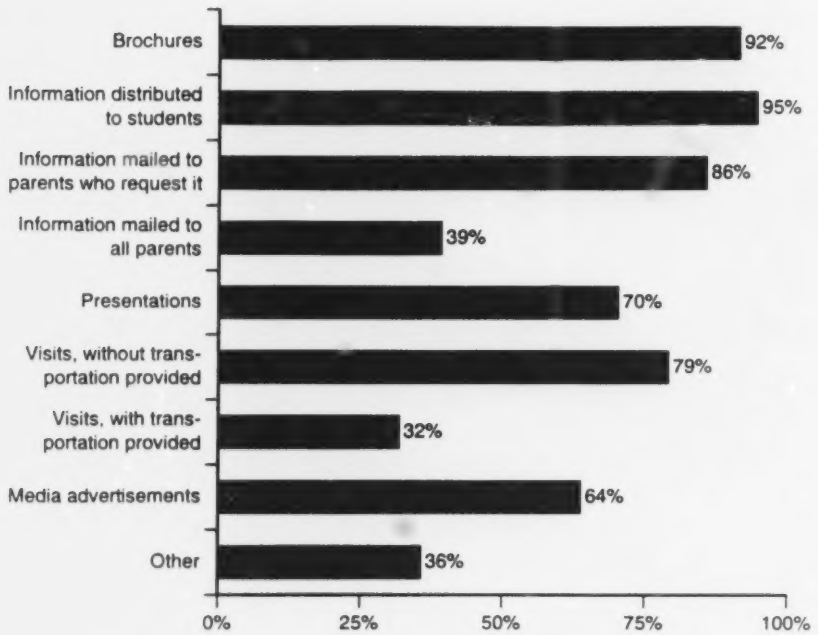

Figure reads: Nearly all districts with magnets provide brochures or distribute information about their magnets to their students.

For middle and high school level magnets, however, over one district in five did *not* provide transportation subsidies. The lack of transportation subsidies at these higher levels may present a significant barrier to some students who wish to enroll in magnet programs.

Table III-1
Proportions of Magnet Districts Providing Full or Partially Subsidized Transportation for Students Attending Magnet and Regular Schools, by School Level

	Elementary School	Middle School	High School
Magnet schools	86%	75%	79%
Regular schools	92%	91%	90%

Nearly all of the districts that provided transportation assistance for students attending magnet programs also provided transportation assistance for students attending regular schools. However, a few of the districts (about 6 percent) that did not subsidize transportation for elementary or middle school students whose assigned school was beyond a certain distance did provide subsidized transportation for students attending magnet schools.

■ What is the Extent of Participation in Whole School and PWS Magnet Programs?[16]

Enrollment in Magnet Schools. We estimate that approximately 1.6 million students nationwide were enrolled in magnet schools or in schools with magnet programs during the 1991-92 school year (see table III-2). Of these, approximately two thirds (64 percent, or nearly one million students) were black, Hispanic, or from another minority group. The average proportion of minority students was substantially higher in schools with PWS magnets. Whole school-attendance zone magnets, also had somewhat higher-than-

[16] Enrollment estimates presented in this section are conservative, as they are based on the subset of magnet programs (approximately 95 percent) for which school or program enrollment data were available. The true enrollment figures for magnet schools and magnet programs will thus be somewhat higher.

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average-proportions of minority students. This is no doubt a result of the provisions allowing neighborhood students to enroll in the school regardless of their race or ethnicity.

Table III-2
Estimated Enrollment in Magnet Schools and Schools with Magnet Programs*

Type of Magnet School	Number of Schools	Total School Enrollment	Percent Average Minority
PWS Only	556	578,738	71%
Whole School-Dedicated	883	478,640	58%
Whole School-Attendance Zone	708	425,640	65%
Unknown	114	73,561	54%
Total	**2,261**	**1,556,580**	**64%**

* Enrollment data based on 3,071 magnet programs in 2,261 schools for which school enrollment data were available.

Enrollment in Magnet Programs. In schools with PWS magnets not all students enrolled in the school participate in the magnet program. On average, approximately 43 percent of students in schools with PWS magnets were enrolled in one of the magnet programs. When only these magnet program participants in PWS magnet schools are considered, the estimated total enrollment in magnets is 1.2 million, with an average of 61 percent (749,000 students) being black, Hispanic or from another minority group (see table III-3). Compared with the overall 71 percent minority enrollment in schools with PWS magnets, these PWSs appear to have been attracting white students in order to reduce isolation and improve racial balance in these schools.

Race Composition of Magnet Programs. Overall, the proportion of minority students in magnet programs (61 percent) closely reflected the proportion of minority students in districts with magnet programs (62 percent). However, the racial-ethnic composition of magnet programs varied widely depending

Table III-3
Estimated Enrollment in Magnet Programs*

Type of Magnet Program	Number of Programs	Total Program Enrollment	Percent Average Minority
PWS Only*	1,081	250,424	61%
Whole School-Dedicated	883	478,640	58%
Whole School-Attendance Zone	708	425,640	65%
Unknown	114	73,561	54%
Total	2,786	1,228,264	61%

* Enrollment data based on 2,786 magnet programs for which unduplicated program enrollment data were available. An additional 200 magnet programs *embedded within* whole school magnets are not reflected here, as they do not add to the total enrollment counts. However, PWS magnets in PWS-only schools are included.

on the racial composition of the district (see figure III-8). In districts where a majority of students were black, Hispanic, or from another minority group (i.e., minority-dominant districts), the proportions of minority students enrolled in magnet programs overall (68 percent), and in each type of magnet program (59 percent-74 percent) were *lower* than the average proportion of minority students in magnet districts (80 percent). In white dominant districts the opposite was true: the proportions of minority students in magnets overall (46 percent) and in all types of magnets (42 percent-54 percent) were *higher* than in the districts overall (31 percent). It thus appears that magnet programs are more likely to attract and enroll students from the nondominant racial-ethnic group. In both kinds of districts, however, whole school-attendance zone magnets tended to have higher proportions of minority students than other types of magnet programs. Lacking information on the racial-ethnic compositions of the neighborhoods in which these magnet schools were located and on the desegregation objectives of those schools, one must be cautious in drawing conclusions based on these data. However, there is some indication that the racial-ethnic compositions of magnet schools tend to be more balanced than the districts in which they are located, suggesting a positive impact on school desegregation.

Choice Enrollment in Magnet Programs. Since magnet programs are designed to attract students from outside a neighborhood attendance zone, it

Figure III-8
Comparison of Percent Minority Student Enrollment in Magnet Programs for White-Dominant and Minority-Dominant Districts (reference Tables III-6 in Appendix B)

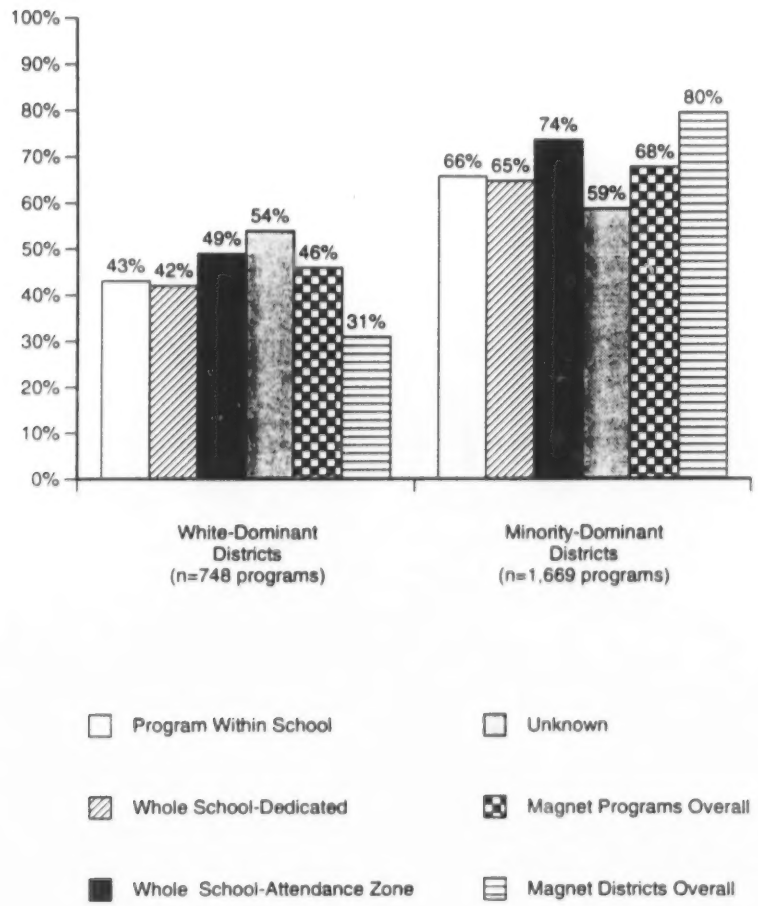


Figure reads: In White-dominant districts minority enrollment in magnet programs is higher than would be expected; in minority-dominant districts minority enrollment is lower than would be expected.

is also informative to look at the number of magnet students that explicitly chose the magnet program. Students in PWS and whole school-dedicated magnets explicitly chose the program by definition. However, whole school-attendance zone magnets include students from the surrounding neighborhood as well as students from outside the neighborhood. The latter group of students clearly chose to participate in the magnet program, but for the former students proximity may well have been the determining factor. (Although, these students had the option to enroll in a different school if they preferred *not* to participate in the magnet program). On average, approximately 64 percent of students in attendance-zone magnets in 1991-92 were enrolled by choice (i.e., they transferred into the school from outside the neighborhood attendance-zone).

When neighborhood participation in attendance-zone magnets is discounted, the estimated number of students explicitly choosing to enroll in magnet programs in 1991-92 was over 900,000, of which 59 percent (538,000 students) are black, Hispanic, or from another minority group (see table III-4). The lower proportion of minority students among the transfer students in attendance-zone magnets (59 percent versus 65 percent in the school as a whole) suggests that, overall, these magnets were attracting white students from outside the neighborhood to contribute to reducing minority isolation and racial imbalance in these schools.

Table III-4
Estimated Choice Enrollment in Magnet Programs

Type of Magnet Program	Number of Programs	Total Choice Enrollment	Percent Average Minority
PWS Only*	1,081	250,424	61%
Whole School-Dedicated	883	478,640	58%
Whole School-Attendance Zone*	455	109,507	59%
Unknown	114	73,561	54%
Total	**2,533**	**912,132**	**59%**

* Choice enrollment data based on 455 attendance-zone magnets reporting voluntary transfer (i.e., choice) enrollment data. This represents approximately 64 percent of all attendance-zone magnets.

Thus, although only 4 percent of multischool district nationwide offered magnet school programs, over 1.2 million students in 1991-92 (approximately 3 percent of the 35 million students in multischool districts nationwide) were enrolled in a magnet program. Over 900,000 were attending a magnet school because of the magnets special theme or approach. Magnet program enrollment thus exceeded enrollment in nonsectarian private schools (862,700 in 1987-88). [17]

■ Who Participates in Magnet Programs?

One criticism frequently leveled at magnet programs is that they are elitist—that is, that the population of students served is an advantaged one. To examine this issue, the proportion of students enrolled in magnet programs who are eligible for free or reduced price lunch, the proportion that are limited or non-English proficient (LEP or NEP), and the proportion who have individualized education plans (IEPs) were compared with overall district characteristics.

Students from low-income families comprised nearly half of magnet program enrollments but were still somewhat underrepresented in magnet programs relative to their prevalence in the district: low-income students, on average, comprised 47 percent of magnet enrollments but 51 percent of all students in magnet districts (see figure III-9). This difference was more pronounced in high-minority and low-income districts. In majority white and more affluent districts, on the other hand, low-income students were somewhat overrepresented in magnet programs. It is likely that placing magnet programs in schools in low-income and high-minority neighborhoods—in an effort to reduce minority isolation in those schools—results in attracting and enrolling disproportionate numbers of students from higher-income families to magnet programs. Conversely, when magnet programs are placed in schools in more affluent or low-minority areas (for example, to reduce minority isolation in a feeder school), the opposite is likely to be true.

Students who were LEP or NEP and special education students (i.e., students with individualized education plans—IEPs) were less likely than other

[17] U.S. Department of Education, NCES, "Schools and Staffing Survey, 1987-88", cited in "Digest of Education Statistics 1990", NCES 91-660.

Figure III-9
Proportions of Magnet Students in Districts Overall who are Eligible for Free Lunch Program Participation, of Limited English Proficiency, or have Individual Education Plans
(reference Table III-7, III-8, and III-9 in Appendix B)

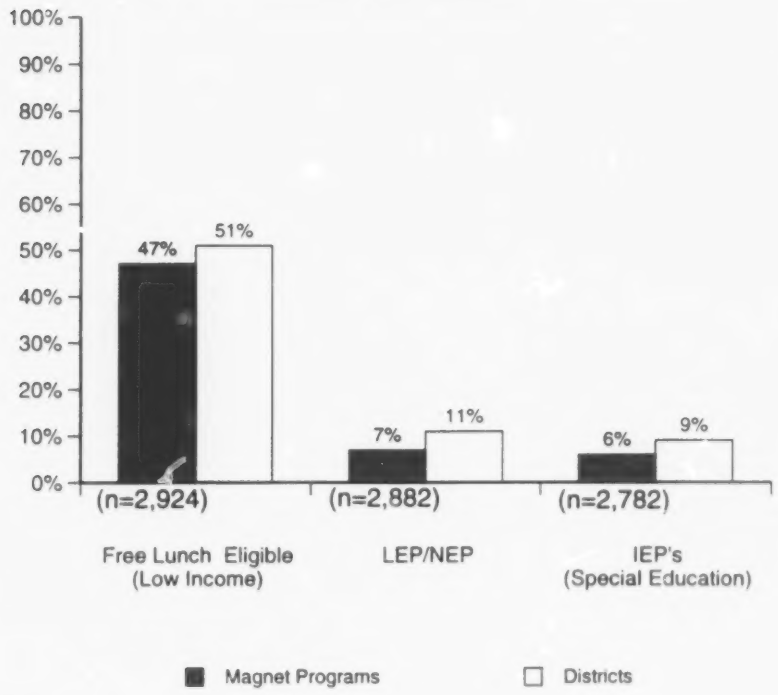


Figure reads: Compared with district averages, students enrolled in magnet programs are less likely to be eligible to receive free lunch, less likely to be limited-English or non-English proficient (LEP/NEP), and less likely to have individual education plans (IEP's).

students to be enrolled in magnet programs. Although their participation varied somewhat according to regional and district characteristics, on average the proportions of LEP or NEP and special education students in magnet programs were only two-thirds of their overall prevalence in the districts.

These results suggest that, overall, disadvantaged students and students with special needs (i.e., those with limited English proficiency or in special education programs) may be somewhat underrepresented in magnet programs. Differences are especially pronounced for low-income students in minority-dominant or less affluent districts. However, this may result from placing magnet programs in schools in minority neighborhoods specifically to attract white students (who are often from more advantaged families) in order to reduce minority isolation in those schools.

■ How do Magnet Schools Differ From Regular Schools?

Besides their special themes or instructional methods, their procedures to attract students voluntarily from outside an assigned neighborhood attendance zone, and their explicit desegregation goals, magnet schools differ from regular schools in other ways. These include, among other factors, procedures for student selection, the prevalence of waiting lists, staffing practices, and per-pupil expenditures.

Selection criteria. Over three-quarters (76 percent) of school districts with magnets reported that they could not "accommodate all students who wanted to enroll in magnet programs." Because of this excessive demand (within racial-ethnic categories), programs must decide how to select students. In addition to lotteries (i.e., random selection) and district-specified criteria (i.e., attendance zone, sibling enrollment, grade level preference, time on waiting list), approximately one third of the programs reported their own program-specific admission criteria. Such program-specific criteria were significantly more likely to be found at the secondary school level (54 percent of the programs have these criteria) than at the elementary level (where only 24 percent of the programs had such criteria.) They were also most common in gifted and talented magnets, 76 percent of which reported using special admission criteria.

Magnet programs employed a wide variety of program-specific admission criteria, with teacher recommendations and standardized achievement test scores being most common (see figure III-10). Most programs reported the use of other criteria as well. These included attendance or conduct requirements, test scores (on nonstandardized tests), specific course requirements, student interest in the focal area or approach, grades in specific courses, interviews, parental involvement, writing samples, recommendations (from other than teachers), and sibling attendance.

Program-specific admission criteria varied somewhat by program theme. Gifted and talented programs typically used standardized achievement scores as well as "other" criteria such as grades in specific courses and interviews in selecting students. Arts magnets frequently based admission on assessments of artistic or creative ability through portfolios, demonstrations of ability, and recommendations.

Waiting lists. Not all students who wanted to attend magnets were able to do so. Thus, in addition to looking at levels of participation in magnet programs, it is also useful to look at unmet demand, as indicated by the numbers of students on waiting lists. The popularity of magnet programs and the effectiveness of outreach strategies can be inferred from the large proportion of programs with waiting lists. One program (a K-12 arts program in a large city) reported a waiting list of over 3,400 students; another program had a waiting list of 3,000. Overall, over half (53 percent) of the magnet programs reported that they maintained waiting lists, indicating a demand in excess of capacity for a majority of magnet programs. Among the different types of magnet programs, the ones most likely to have waiting lists were gifted and talented magnets (62 percent), followed by career or vocational programs (58 percent), and arts magnets (56 percent). This suggests the overall demand for these types of magnet programs is greater than for programs featuring a particular subject area or instructional approach.

While on average these waiting lists included 149 students names, most were much smaller: 50 percent of the waiting lists had 40 or fewer students. However, over one quarter of the lists had more than 100 student names listed. Overall, approximately 60 percent of the students on waiting lists were black, Hispanic, or from another minority group, which corresponds

Figure III-10
Selection Criteria Employed by Magnet Programs That Report the Use of Program Specific Selection Criteria (n=836)
(reference Table III-10 in Appendix B)

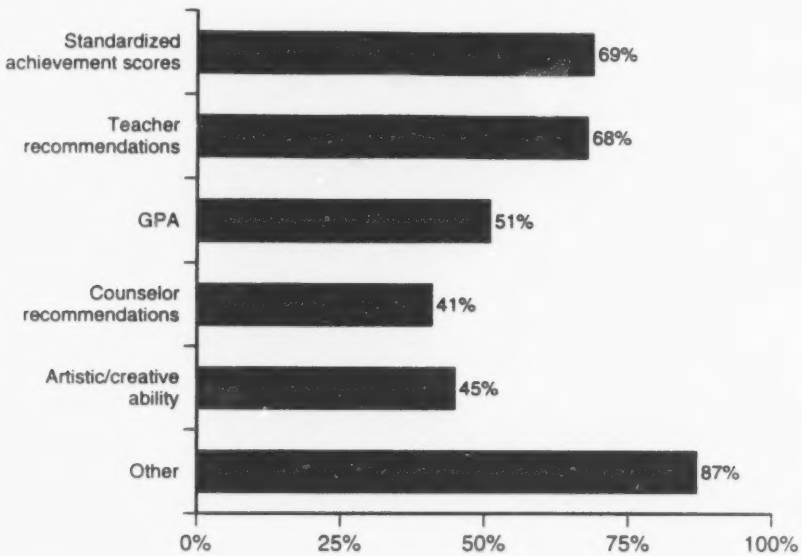


Figure reads: Of the magnet programs which have their own selection criteria, over two-thirds use standardized achievement scores as a means of student selection.

to the overall proportion of minority students in magnet districts (62 percent). Thus, demand for magnet programs appears comparable among white and minority students.

As common as they are, waiting lists actually underestimate demand. While the presence of a list indicates excess demand, the absence of a list does not automatically mean adequate capacity. For administrative or other reasons, a program may choose not to have a waiting list. Also, students may be interested but too discouraged to get on a waiting list.

Districts varied somewhat in their likelihood of having waiting lists. The relative frequency of waiting lists is greatest in western states, suggesting a greater demand for (or reduced supply of) magnet programs in these states. Conversely, the relative proportion of districts with waiting lists is significantly lower in the central states; in large urban districts; in poor districts; and in predominantly white districts. However, even in these districts, about one-third (or more) of the programs reported having waiting lists. Clearly, the demand for magnet programs is very high throughout the nation.

Staffing issues. The key component of any educational program is personnel. Although for most programs there were no differences in class sizes, a substantial minority of magnet programs were characterized by lower *student/teacher ratios*. At the elementary level, 24 percent of the districts reported that smaller class sizes characterized their magnets. Only 4 percent reported larger class sizes for their magnets. Similarly, for middle schools, 22 percent of the districts reported smaller class sizes, and for high schools, 36 percent of the districts reported smaller class sizes for magnets. Only 3 percent of the districts reported larger class sizes for middle school or high school magnet programs. PWS programs averaged about four fewer students per class than the regular programs in their schools.

This lower average class size reflects the fact that nearly three-fourths (73 percent) of the magnet programs had additional *staffing allowances*. Most frequently, these allowances provided for additional teachers, permitting lower student/teacher ratios. The implications of lower student/teacher ratios, from both an educational quality and from a teacher satisfaction perspective, are likely to be significant.

Nearly 15 percent of the programs surveyed also reported that additional staffing allowances were used for instructional and administrative aides, and another 15 percent indicated that additional staffing allowances were used to support special program administrative staff. Some of the programs reported using staffing allowances to supplement staff salaries or provide additional free and preparation time for teachers. The use of these funds to support nonteaching specialists (such as nurses, librarians, or consultants) was reported by only about 5 percent of the programs.

Staff selection. Teacher assignment policies and practices in magnet programs differed from those characterizing nonmagnet schools in a majority (58 percent) of the magnet school districts. Principals in magnet schools were significantly more likely to be permitted to advertise actively or recruit for teachers. Since these programs had special themes or approaches which typically require teachers with special skills and interests, this need for more recruitment is not surprising. Even without vigorous recruitment, it is often reported that magnet program teacher choice is a more selective process and that teachers with experience or commitment to the theme or approach are preferentially assigned to these programs. In some districts, seniority is not given the same consideration in magnet teacher assignment as it is in nonmagnet teacher assignment.

Funding. Districts with magnet programs spent, on the average, about 10 percent more per student than districts without magnet programs. The average expenditure per student[18] in districts with magnet programs was $5,562; in districts without magnet programs, it was $5,048. These results are consistent with the expectation that additional services (outreach, selection, and administration) and materials required by magnet programs will have additional costs associated with them. However, districts that offer magnets may also have other programs that contribute to overall higher expenditures per student. In the absence of detailed cost data, at the school level, it is not possible to say whether magnet programs are more expensive than regular education programs.

[18] Weighted up to the student level.

Summary

To meet their desegregation goals, magnet schools must vigorously compete for students. Accordingly, they differ from regular schools in many important ways. A fundamental difference relates to the special curricular themes and instructional methodologies offered by these programs. In order to be attractive to students, a diversity of programs that reflect the demands and interests of the community must be offered. Although we cannot determine if the optimal mix of programs is being offered, variations in the types of programs offered, the levels at which they are offered, and the characteristics of the districts offering different types of programs show distinctive patterns. (For example, gifted and talented programs are most prevalent in the higher income and the predominantly white districts.)

Magnet schools not only compete for students, they also recruit skilled teachers with areas of expertise relating to the special focus of the curriculum. Greater recruitment efforts, to attract the teachers with the required special skills and interests to teach in magnet programs, are typical of magnet programs. Special staffing allowances also characterize magnet programs. As a result, class sizes are frequently smaller in magnet programs.

Magnet programs, to compete effectively, must market their distinctive approaches. As a result, the typical magnet program employs a variety of information dissemination strategies, with over 90 percent of the districts preparing brochures and directly distributing information about magnets to students.

There are costs associated with special staffing allowances and marketing. Accordingly, it was not surprising to note that per-pupil expenditures in districts with magnet programs tended to be higher than per-pupil costs in nonmagnet districts, although it is not clear to what extent these higher overall per-pupil costs are related to the costs of the magnet programs. However, it was determined that many districts keep track of magnet program costs independently of nonmagnet costs. Collection and analysis of such data would permit such cost inferences to be drawn.

Different types of magnet program structures have evolved, based on how many students the program was trying to attract, and on the best and most cost-effective ways to attract these students. These program structures are related to the types of programs offered and the grade levels served by the programs. For example, programs within schools (PWSs) were much more prevalent at the secondary school level.

The efforts to attract students are working. As one indicator of success, student participation in magnet schools is over 15 percent of enrollment in the multischool districts offering magnets. Additionally, over three-quarters (76 percent) of the magnet districts reported that they cannot accommodate all students who want to enroll in magnet programs. The use of selection criteria and the prevalence of waiting lists strongly suggest that the demand for these programs exceeds the supply. Clearly, magnet programs are very popular.

There is also evidence to suggest that these programs may be contributing towards the district's desegregation goals. In minority-dominant districts, magnet programs enrolled higher-than-average proportions of white students (relative to the overall proportion of white students in the district). In white-dominant districts, the reverse was true.

IV. Federal Support for Magnet Programs

The Federal Role in Support of Magnet Programs

As noted in the Introduction, magnet schools are not a new phenomenon in American education. However, since judicial endorsement in the mid-1970s of magnet schools as a strategy for promoting desegregation, the federal government has contributed significantly to the development and implementation of magnets. Federal support for magnets has been provided primarily through two programs: the Emergency School Aid Act (ESAA) and the Magnet Schools Assistance Program (MSAP).

In this chapter we review the history of the ESAA and MSAP programs and examine in some detail the uses of MSAP funds to support magnet school programs. The chapter concludes with a comparison of the characteristics of magnet programs that have and have not received MSAP support.

■ Magnet Schools Under ESAA

From 1972 through 1981, the federal government provided support for magnet school programs through the Emergency School Aid Act (ESAA). ESAA was a federal program designed to provide funds to school districts that were in the process of desegregating and that had a desegregation plan. In 1976, when magnets were first being approved by the courts as acceptable desegregation strategies, Congress amended ESAA, specifically authorizing grants to support planning for, and implementation of, magnet schools. In 1981, the program was consolidated into the Chapter 2 Block Grants to State Education Agencies.

Between 1976 and 1981, ESAA provided up to $30 million a year to magnet school programs (Blank et al., 1983, p.8). In its final funding cycle in 1980, 61 school districts with magnets received grants ranging in size from approximately $46,000 to $4,000,000. Because records were only available for

districts receiving ESAA grants during the final funding cycle (i.e., 1980-81), it is not possible to develop a complete picture of ESAA awards for magnet schools (as opposed to other ESAA-supported desegregation activities) over the course of the program.

In their 1983 report on magnet schools, Blank et al. noted that federal support for magnet schools had affected the emergence of magnet programs in two significant ways. First, the magnet school concept became closely identified with the goal of desegregation. (Initially, federal support of magnet schools was viewed as part of the general federal support for desegregation. ESAA grants paid little attention to the educational objectives of the magnet school programs.) The second effect of the ESAA magnet grants was to direct the interest and attention of school districts toward magnet schools, greatly increasing the number of ESAA grant applications for magnet funding, from 14 in 1976 to over 100 in 1980.

By the early 1980s, magnet schools had become an important part of the overall national school desegregation effort. The number of districts that had implemented magnet school programs had grown far beyond those receiving federal support, with states and districts allocating special funds for magnet schools as well. For example, during the latter part of the 1970s, Massachusetts provided Boston with about $1.5 million per year to support its magnet schools (Glenn, 1979). This support from other sources was critical for the continuation of magnet school programs, given that federal funds spent to promote desegregation dropped from $398.5 million in 1979 to $25.2 million in fiscal 1982 (Blank et al., 1983, p. 226). During the four-year federal funding gap between ESAA and MSAP, magnets were supported solely by state and local funding.

■ The Magnet Schools Assistance Program

In 1984, the federal government resumed support for magnet schools with the enactment of the Magnet Schools Assistance Program (MSAP), which was authorized under Title VII of the Education for Economic Security Act (P.L. 93-377). The first awards were made in 1985. The program was reauthorized in 1988 under the Hawkins-Stafford Amendments to the Elementary and Secondary Education Act of 1965 (P.L. 100-297), and is scheduled for reauthorization in 1994.

MSAP reflects an evolution in federal goals for magnet schools since the first magnet grants were awarded under ESAA in 1976. While ESAA grants were intended solely to promote desegregation, MSAP grants support "courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable

vocational skills of students attending such schools," as well as "the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students" (P.L. 100-297, Sec. 3003). MSAP places considerably more emphasis on program improvement and quality than did ESAA.

MSAP Guidelines. To be eligible for an MSAP grant, a district either must be (1) implementing a court-ordered or agency-ordered desegregation plan, or (2) implementing (or willing to implement) a voluntary plan that is approved by the Secretary of Education as adequate under Title VI of the Civil Rights Act of 1964. In both cases, MSAP funds may be used only to support magnet schools that are part of the approved or ordered desegregation plan.

To be approved, voluntary plans submitted by districts must meet two criteria: each magnet school for which funding is sought must reduce, prevent, or eliminate minority group isolation at the magnet school, or in one or more feeder schools (i.e., schools from which the magnet students are drawn); and, the establishment or maintenance of the magnet program must not result in increasing the minority student percentage in any feeder school beyond the minority student percentage in the district as a whole. Plans to *reduce* minority isolation in a magnet or feeder school target schools where more than 50 percent of students are black, Hispanic, or from another minority group (though no specific level of reduction in minority isolation is required). Plans seeking to *prevent* minority isolation strive to maintain the proportion of minority students at the 50 percent or below level. Plans seeking to *eliminate* minority isolation strive to reduce the proportion of minority students to 50 percent or less.

Allowable uses of MSAP funds include: (1) planning and promotional activities directly related to the expansion, continuation, or enhancement of academic programs and services offered at magnet schools, (2) the acquisition of books, materials, and equipment, and the maintenance and operation thereof, and (3) compensation of certified or licensed elementary and secondary school teachers. Any books, materials, or equipment obtained or teachers supported by MSAP funds must be necessary to the conduct of the magnet programs and directly related to improving knowledge of math, science, history, English, foreign language, art, or music, or to improving vocational skills. Certain proscriptions also pertain to the use of MSAP funds: no more than 10 percent of funds in any fiscal year may be used for planning, funds may not be used for consultants or transportation, and funds may not be used for activities that do not augment academic improvement. However, grantees may use MSAP funds to supplant other funds, thus

freeing up resources to support those activities not directly allowed under MSAP (such as transportation or construction).

In evaluating applications for MSAP support, consideration is given to the effectiveness of the plans for (among other factors) efficient administration of the project; attaining specific and measurable outcomes, including goals for desegregating schools and increasing student achievement; utilizing resources and personnel effectively; ensuring equal access and treatment for individuals traditionally underrepresented in magnet courses or activities; recruiting students from different socioeconomic and racial-ethnic backgrounds into the magnet school; and providing for continued support for the magnet schools when MSAP assistance is no longer available. Consideration is also given to the extent to which each magnet program will foster interaction among students of different socioeconomic and racial-ethnic backgrounds; address the educational needs of the students; carry out a high quality educational program that will strengthen students' knowledge and skills in the areas cited above; encourage greater parental decisionmaking and involvement; and improve the racial balance of schools. Special consideration is given to the recentness of implementation of the approved desegregation plan, the proportion of minority group children involved in the plan, the need for assistance, the promise of achieving the purposes of the MSAP, and the need for collaboration with other organizations.

■ Financial Support Provided Under MSAP

MSAP grants cover a two-year period. Between 1985 (when the program was authorized) and 1991, four such funding cycles occurred, resulting in a total of 201 separate awards (see table IV-1).

The number of awards per funding cycle has generally increased over the eight years the program has been in operation, from a low of 38 in 1987 to 65 in 1991. A total of $739,500,000 has been disbursed or committed through MSAP during this period. Awards for the two-year funding cycles ranged from $367,410 to $8,000,000 with an average two-year award of $3,679,086.

A total of 117 school districts received grants in one or more of the MSAP funding cycles.[19] Approximately half of these districts (58) received awards

[19] One of the MSAP awards went to Grambling State University, for its Lab School. In addition, 15 of the MSAP grant recipients were Community School Districts or the High School Division within the New York City School Public Schools. These Community School Districts and the High School Division were treated as independent school districts for this study. (See appendix A for a more detailed description of the study design and sample).

Table IV-1
MSAP Awards, by Funding Cycle

Funding Cycle	Number of Awards	Total Funds Awarded	Range of Award Size (2 yrs)[20]	Average Award (2 yrs)
1985 - 1987	44	$146,760,000	$418,927 to $7,828,280	$3,335,465
1987 - 1989	38	$146,890,000	$570,400 to $7,829,600	$3,865,658
1989 - 1991	54	$225,870,000	$367,410 to $8,000,000	$4,182,690
1991 - 1993	65	$219,980,000	$420,036 to $7,476,241	$3,384,239
Total	201	$739,500,000	$367,410 to $8,000,000	$3,679,086

in more than one cycle, with 36 receiving two awards, 18 receiving three awards, and four receiving awards in each of the four funding cycles. Total funds received by the districts varied commensurately, from a low of $367,410 (for a single-award district) to a high of $27,908,000 (for a district receiving four awards).

As was seen in chapter II with magnet school programs, MSAP awards have been highly concentrated in districts where desegregation is most likely to be an issue: large urban districts with high proportions of minority and low-income students. Of the MSAP awards made to multischool districts over the first eight years the program was in operation, 71 percent went to large urban school districts, 68 percent went to districts where over 50 percent of the students were black, Hispanic, or from another racial-ethnic group, and 48 percent went to districts where a majority of students were from low-income families (see figure IV-1). These districts appear to have received somewhat larger than average awards, as the proportions of funds awarded to each group of districts are somewhat higher than the proportions of awards.

[20] The maximum allowable award was $4 million per year.

Figure IV-1
Distribution of MSAP Awards and MSAP Funds to Large Urban, High-Minority, and Low-Income Districts
(reference Tables II-7 and IV-1 in Appendix B)

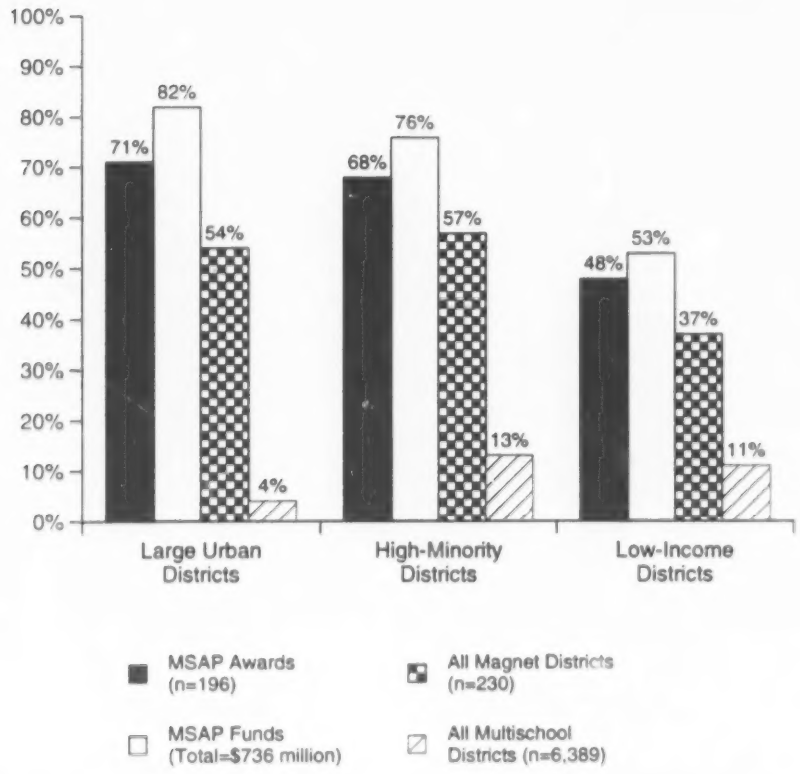


Figure reads: The majority of MSAP awards and MSAP funds were granted to large urban and high-minority school districts.

Potential Impact of MSAP Funding on Implementation of Magnet School Programs

To assess the potential impact of MSAP funding on the implementation of magnet school programs, we considered the following questions:

- What is the role of MSAP in fostering the development of magnet programs?
- How do districts use MSAP and other funds to support magnet programs?
- Does the concept of seed money work? What adjustments do MSAP-funded programs make or plan to make following termination of funding?
- How do magnet programs in MSAP grantee districts differ from magnet programs in districts that have never received MSAP funding?

In order to answer these questions, we compared the following: (1) districts with magnet programs that received MSAP funds to districts with magnet programs that never received such funds, and (2) districts that presently receive magnet funds to those that formerly received such funds. Such comparisons allowed us to identify differences between MSAP-supported and non-MSAP-supported magnet programs. Some of these differences, of course, will be the result of selection factors on the part of MSAP, rather than the result of the additional funds provided by MSAP. As a result, observed differences must be interpreted with caution.

■ What is the Role of MSAP in Fostering the Development of Magnet School Programs?

MSAP funds are provided for the development of new magnet programs as well as for the expansion of existing programs. Among current grantees, 39 percent reported using MSAP funds to initiate a magnet school program in their districts. Another 39 percent of districts reported that they are using MSAP funds to add one or more new magnets to their districts' offerings. Together, these findings suggest that MSAP is achieving both of these goals.

To examine whether MSAP support leads to more extensive magnet school programs than are found in other districts not receiving such support, we compared the relative size of the magnet school programs (i.e., proportion of schools in a district that were magnets) in districts that had and had not received MSAP support (see figure IV-2). On average, over one-third (35 percent) of the schools in districts presently receiving MSAP funds were magnet schools, while less than one-quarter of the schools in former-grantee districts (24 percent) or never-grantee districts (21 percent) offered magnet programs. In addition, nearly 40 percent of current grantees reported the use of MSAP funds to add one or more new magnet programs to their on-going program. These results suggest that MSAP support may well contribute to more extensive magnet school programs, at least for the duration of the MSAP grant. However, this might also result if MSAP tended to award grants to districts that already had more extensive magnet programs. Lacking longitudinal data on *changes* in the number of magnet programs in districts awarded an MSAP grant, we cannot conclude that MSAP funding necessarily results in more extensive magnet school programs in the recipient districts.

If MSAP funding can encourage the development and expansion of magnet programs, the loss of this funding can have the opposite effect. Specifically, the loss of MSAP funding can result in a reduction in the number of magnet programs in a district, or in changes in these programs. Former MSAP grantees were asked explicitly about how their programs were modified after their MSAP grant ended. While a large majority (87 percent) of former MSAP grantees continued to maintain magnet programs following the termination of their MSAP grants, seven districts appear to have discontinued their magnet programs altogether. Nearly two-thirds (66 percent) of the former grantees reported some modifications in their magnet programs which could adversely affect the quality of the educational program being provided (see figure IV-3). Reducing supplies (41 percent) and cutting back on the number of teachers (40 percent) were the most common strategies employed to adjust for the loss of MSAP funds, and 15-20 percent of the former grantees reported that they cut back on the overall number of magnet programs, the number of classes offered, or the number of students served. And, as noted above, the average proportion of schools in the district that are magnets is considerably smaller among former MSAP recipients (24 percent) than among current grantees (35 percent). Only a third (34 percent) of the former MSAP grantees reported that they maintained their magnet schools program with *no* modifications after their MSAP funding ceased.

Figure IV-2
Percentage of Schools that are Magnets in Districts Offering Magnet Programs, by MSAP Funding Status
(reference Table IV-2 in Appendix B)

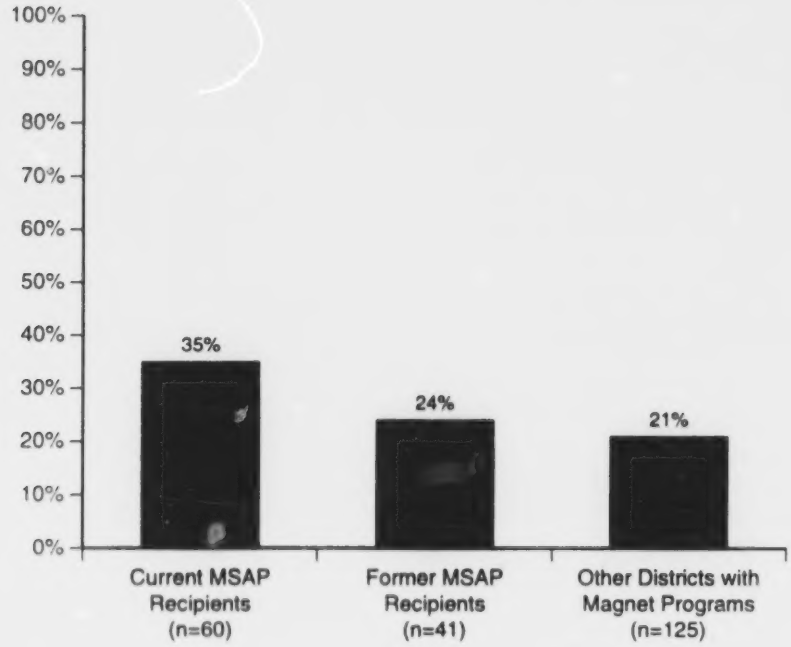


Figure reads: Over one-third of the schools in districts currently receiving MSAP funds are magnet schools.

Figure IV-3
Post-MSAP Program Modifications Reported by Former MSAP Grantees (n=35) (reference Table IV-3 in Appendix B)

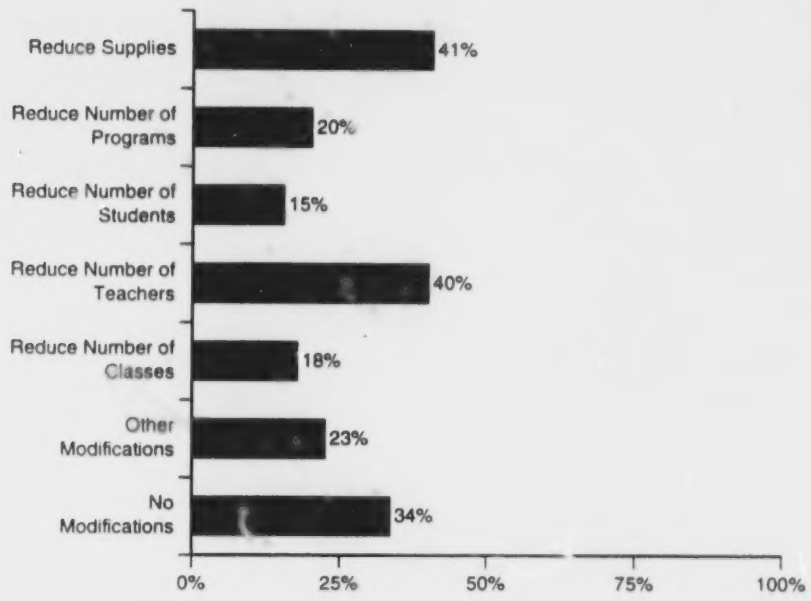


Figure reads: Loss of MSAP funds resulted in the reduction of supplies or reduction in the number of teachers in many magnet programs.

■ How do Districts Use MSAP and Other Funds to Support Magnet Programs?

The major activities associated with the successful implementation of magnet school programs are extensive. Most of these activities (transportation excepted) may be supported by MSAP funds; however, both MSAP grantees and non-MSAP grantees draw on other sources of funds as well to support their programs.

Uses of MSAP Funds. Districts used MSAP funds to support a wide variety of implementation activities (see figure IV-4). The most frequently reported uses of MSAP funds were for purchasing special equipment (100 percent) and materials (97 percent), followed by staff development (95 percent) and hiring teachers (93 percent). MSAP funds also supported outreach and planning activities in a large majority of districts.

Uses of Other Funds. Approximately equal proportions of MSAP-grantee and nongrantee districts (45 percent of each) reported receiving other (non-MSAP) funds specifically targeted for their magnet programs. These funds came primarily from states and secondarily from local sources. Over one-third of the districts used these non-MSAP funds for staff development (see figure IV-5). MSAP grantees were considerably more likely than nongrantees to use these other funds for purchasing special equipment and materials; hiring teachers, aides, and other staff; funding field trips; and conducting outreach activities.

The use of MSAP and other funds for hiring new staff and acquiring materials and equipment reflects the emphasis in the program regulations on providing educational programs that strengthen knowledge and skills in core subject areas. Nongrantees do not appear to place as high a priority on staffing and on acquiring materials and equipment, although staff development is clearly an important activity for both grantee and nongrantee districts. When districts do not have MSAP funds to draw on, they turn to other sources of support for staff development. MSAP grantee districts also appear to place a higher priority on outreach efforts aimed at recruiting students to magnet programs in order to reduce minority isolation. In sum, these results suggest that MSAP-supported districts are more able than nongrantees to engage in activities aimed at developing or expanding their magnet school programs, drawing on non-MSAP as well as MSAP funding for these activities.

Figure IV-4
Uses of MSAP Funds by Current MSAP Grantees (n=62)
(reference Table IV-4 in Appendix B)

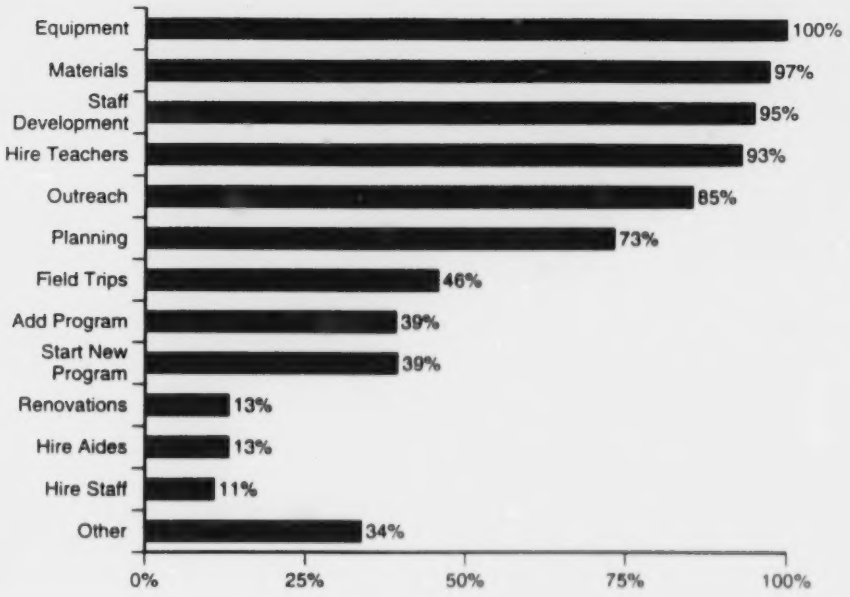


Figure reads: Nearly all current MSAP grantees used MSAP funds to purchase equipment and materials and for staff expansion and development.

Figure IV-5
Uses of Other Funds by Current MSAP Grantees and by Non-MSAP-Supported Districts (reference Table IV-5 in Appendix B)

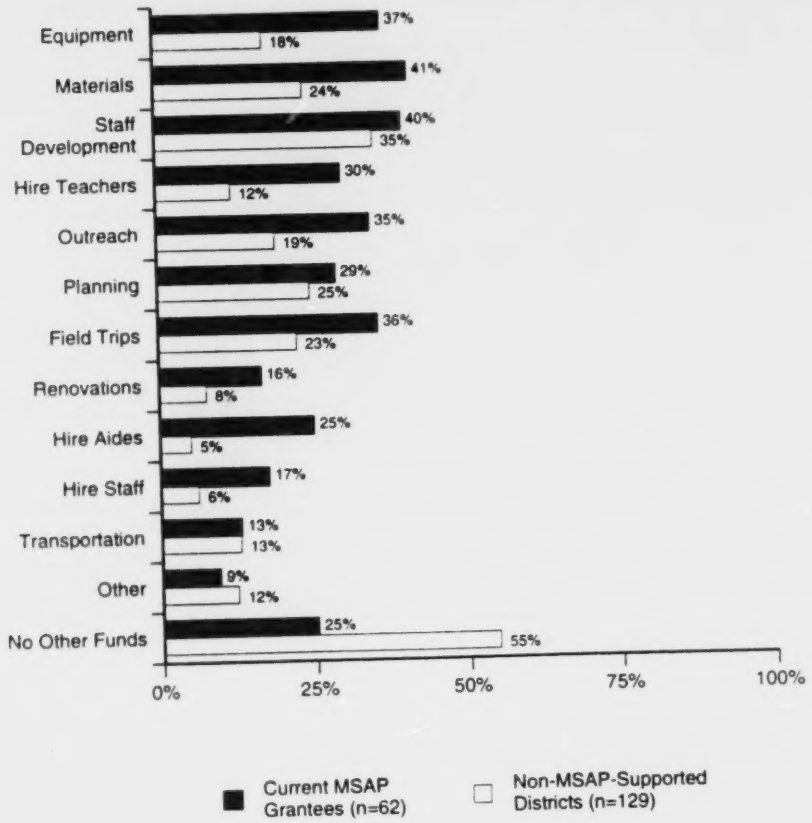


Figure reads: Nearly half of the districts with magnet programs receive support from sources other than MSAP. Magnet districts that also received MSAP funds were more likely to use these other funds for purchasing materials and equipment, field trips, and outreach activities.

■ Does the Concept of MSAP Funds as Seed Money Work?

To receive MSAP funding, districts must demonstrate a capacity to maintain the program after termination of funding. Most former MSAP grantees (87 percent) reported that they continued to operate magnet school programs, suggesting that MSAP support may contribute to the establishment or maintenance of magnet programs that can survive even if federal support is terminated. Data on the continuation of individual magnet programs and schools were not available. However, seven of the former grantees (13 percent) no longer offered *any* magnet schools or programs, suggesting that, for at least some districts, more effective postgrant planning is needed. (The FY 93 program regulations provide for explicit postgrant planning at the time of the application.)

Comparing the plans of current grantees with the experiences of former grantees suggests that districts currently receiving MSAP funds are more optimistic than may be warranted about future funding prospects. Most current grantees (83 percent) anticipated using district general funds to support their magnet programs following the MSAP grant; other anticipated sources of post-MSAP funding included state desegregation funds (43 percent) and private funds (40 percent). By contrast, only 72 percent of the former grantees reported having obtained other sources of funding to support continuation of their magnet programs, with district general funds and state desegregation funds being among the most frequently reported sources (see figure IV-6). There is an even greater discrepancy between the expectations of current grantees and the experiences of former grantees with regard to additional support from MSAP. While 88 percent of current grantees anticipated receiving further support from MSAP, only half of the 82 MSAP grantees in the 1985 and 1987 funding cycles received a second MSAP award—23 (28 percent) in the immediately-following funding cycle and an additional 18 (22 percent) in a subsequent funding cycle.

Most MSAP grantees showed a strong commitment to magnet programs. When current MSAP grantees were asked if they planned to modify their magnet programs in any way after termination of the MSAP grant, nearly 70 percent stated that they would not. In addition, one third of these grantees stated that even if pressures for desegregation in their districts were relaxed, they would maintain their magnet school programs. These hypothetical responses must be interpreted cautiously, particularly in light of the fact that two-thirds of former grantees reported that at least some modifications of their programs were necessary (see figure IV-3).

Figure IV-6
Future Funding Sources Anticipated by Current MSAP Grantees and Post-MSAP Funding Sources Used by Former MSAP Grantees (reference Table IV-6 in Appendix B)

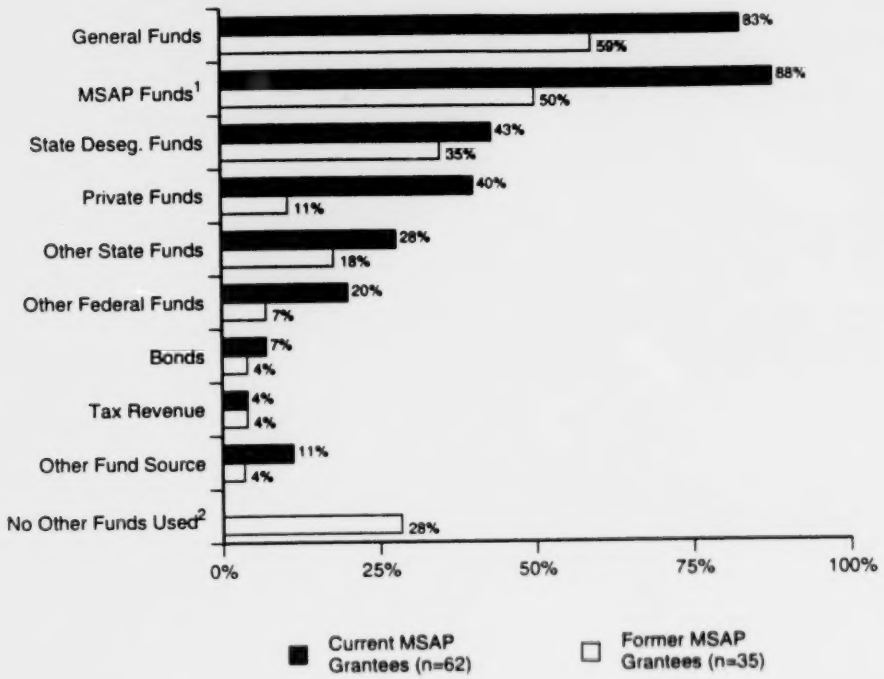


Figure reads: Most current MSAP grantees anticipated using MSAP funds or general district funds to support their magnet programs after their current MSAP grants end. Over half of the former MSAP grantees use general district funds to support their magnet programs.

1 - "MSAP Funds"used by former MSAP grantees based on funding data for all FY85 and FY87 grantees (N=82)
2 - "No Other Funds Used" not asked of current MSAP grantees

In sum, most of the MSAP grantees appear to have been successful in maintaining their magnet school programs following the termination of their MSAP funding. While most reported making some modifications in their programs, most districts were also successful in obtaining alternative sources of funding to replace, at least in part, the MSAP funding they had received.

Current grantees have also been successful in obtaining supplementary funding for their magnet school programs, which should facilitate the continuation of the programs following the termination of their MSAP grants. However, based on the experiences of former grantees, current grantees may be overly optimistic regarding the prospects for future support.

■ How do Magnet Programs in MSAP-Grantee Districts Differ from Magnet Programs in Districts that Have Never Received MSAP Funding?

Comparisons of magnet programs in districts that have ever received MSAP funds with magnet programs in districts that have never received such funds suggest the potential impact of MSAP funding on the nature and quality of a district's magnet schools program (see table IV-2). Differences are, for the most part, modest and should be interpreted with caution. While a district may have received one or more MSAP grants, not all magnet schools or programs in the district necessarily received support through the MSAP grant. Further, the data available do not allow us to determine whether observed differences relate to differential selection on the part of the MSAP funding office or requirements incorporated in the MSAP grant regulations, or whether they result from the availability of extra (i.e., MSAP) funds to some of the districts.

Proportion of Schools that are Magnets. Magnet school programs in MSAP-funded districts were significantly more extensive than were magnet school programs in other districts. On average, 30 percent of schools in MSAP-funded districts were magnets as contrasted to 21 percent of schools in other districts.

Table IV-2
Differences in Characteristics of Magnet Programs in Districts That Have and Have Not Received MSAP Funding: Program Characteristics

Magnet Program Characteristic	MSAP-Funded Magnets	Non-MSAP-Funded Magnets
Percent Schools that are Magnets		
Average	30%	21%
Median	20%	10%
Grade Levels Served		
% Elementary only	52%*	63%*
% Secondary only	21%	15%
Themes		
Gifted and talented	11%	16%
Subject matter	38%	27%
Career or vocational	15%*	5%
Arts	10%	16%
Instructional approach	25%	35%
Program Structure		
Program within school	37%*	51%
Whole school-dedicated	37%	25%
Whole school-attendance zone	25%	23%
Unknown	5%	1%
Outreach		
Number of different approaches	6.7*	5.5
Type of Activity:		
Make presentations at other schools	85%*	63%
Offer tours and provide transportation	43%*	30%
Provide information to all district parents	58%*	43%
Use other approaches	51%*	23%
Transportation Provided for:**		
Elementary students	95%*	79%
Middle students	87%*	64%
High school students	86%*	72%
Unmet Demand for Magnet Program		
Cannot accommodate all interested students	93%*	61%
Programs with waiting lists	57%	52%
Average size of waiting list	129	246

* Difference between MSAP and non-MSAP districts is statistically significant at .05 level.

** Difference between magnet proportion and district proportion, for MSAP and non-MSAP districts, is significant at .05 level.

*** The greater incidence of subsidized transportation does *not* mean that MSAP funds were used to provide transportation services. Rather, it suggests that the availability of MSAP funds freed up other funds that could be used for transportation.

(continued)

Table IV-2 (continued)
Differences in Characteristics of Magnet Programs in Districts That Have and Have not Received MSAP Funding: Program Characteristics

Magnet Program Characteristic	MSAP-Funded Magnets	Non-MSAP-Funded Magnets
Selection Criteria		
Program has selection criteria	30%*	50%
Type of criteria:		
Standardized achievement scores	70%	70%
Teacher recommendations	70%	77%
GPA	57%*	40%
Counselor recommendations	47%*	33%
Artistic or creative ability	44%*	55%
Other	85%*	95%
Staffing		
Additional staffing allowance provided	74%	70%
Special magnet teacher assignment practices	50%	36%
Smaller class size for magnets:		
Elementary	28%	21%
Middle	26%	21%
High school	30%	42%
Student Characteristics		
Low income students:		
in magnet	47%**	41%
in district	53%	39%
LEP or NEP students:		
in magnet	8%	4%
in district	11%	6%
Special education (IEP) students:		
in magnet	6%	7%
in district	9%	10%
Minority students:		
in magnet	64%	47%
in district	69%	53%

* Difference between MSAP and non-MSAP districts is statistically significant at .05 level.

** Difference between magnet proportion and district proportion, for MSAP and non-MSAP districts, is significant at .05 level.

*** The greater incidence of subsidized transportation does *not* mean that MSAP funds were used to provide transportation services. Rather, it suggests that the availability of MSAP funds freed up other funds that could be used for transportation.

Grade Levels Served. MSAP-funded districts had a somewhat lower proportion of elementary-level magnet programs (52 percent) than did non-MSAP-funded districts (63 percent), and commensurately higher proportions of secondary programs. Most high school magnet programs in general are located in large urban school districts, and it may be that the somewhat greater incidence of high school magnets in MSAP-funded districts is a reflection of the concentration of MSAP awards in large urban districts. It may also be that secondary-level magnets, because they tend to be larger and more complex, are more expensive to start up or maintain and, hence, are more feasible for districts receiving MSAP funding.

Program Offerings. MSAP-supported districts were three times more likely to offer career-vocational magnets and more likely to offer magnets with subject matter emphases than districts that had never received MSAP support. Fewer of their programs were likely either to be gifted and talented, or to offer a distinctive instructional approach. Again, while this distribution reflects all the magnet programs in the grantee districts, rather than just the magnets that received MSAP support, it is consistent with the provision that MSAP-supported magnets recruit a diverse population of students into the programs. By their nature, gifted and talented programs tend to draw from a relatively small segment of the student population while career-vocational programs have a broader appeal.

Magnet Program Structure. MSAP-funded districts tended to have higher proportions of whole school magnets than did nonfunded districts (57 percent versus 48 percent, including both dedicated and attendance-zone magnets), and lower proportions of program within school (PWS) magnet programs. There is some indication that communities have come to prefer whole school magnets, as they allow more students to benefit from the special programs offered (over 10 percent of the whole school magnets started as PWS magnets). Because MSAP gives preference to districts whose desegregation plans were more recently adopted, it is possible that the greater proportion of whole school magnets in MSAP-supported districts is a reflection of the recency of the districts' desegregation plans.

Activities to Encourage or Support Participation. In order to attract students outside their assigned attendance zone, it is necessary to develop and implement an effective *outreach* or marketing plan. This outreach is critical for the success of magnet programs. Districts that received MSAP support employed significantly more outreach approaches than did districts that had not received MSAP funds (6.7 versus 5.5). MSAP funding appears to have played a role in this: 85 percent of current grantees reported that they used MSAP funds for outreach.

Certain types of outreach activities (presentations by magnet teachers or students at other schools and planned tours for students or parents at magnet schools, with transportation provided) were more likely to be used to promote magnet programs in MSAP-funded districts than in other districts (see figure IV-7.) Again, the provision of MSAP funds may permit the use of more costly marketing techniques.

Besides encouraging participation through the marketing of program services, districts can support participation by providing subsidized *transportation* to magnet programs. Although districts are prohibited from using MSAP funds for this purpose, the use of other funds to support transportation is permissible. Across all grade levels, districts that received MSAP funds were more likely to provide subsidized transportation for students attending magnet schools than were other magnet districts. At the elementary level, nearly all MSAP-supported districts (95 percent) provided subsidized transportation for students, compared to 79 percent for the non-MSAP-funded districts. For middle school programs, subsidized transportation was provided by 87 percent of the MSAP-supported districts and 64 percent of the non-MSAP-supported districts; at the secondary level, comparable figures were 86 percent and 72 percent. It may be that the availability of MSAP funds helped to free up other resources that could then be used to subsidize transportation in the MSAP-grantee districts. Other districts did not have this flexibility, and thus were less able to provide subsidized transportation.

Demand for Magnet Programs. There appears to be considerable unmet demand for magnet programs in districts that received MSAP funding as well as in nonfunded districts. Nearly all (93 percent) of the districts that received MSAP funding reported they were unable to accommodate all students who want to enroll in magnet programs; a majority (61 percent) of non-MSAP-funded districts were likewise unable to accommodate all students.

Over half of the magnet programs in both MSAP grantee and nongrantee districts maintained waiting lists. The average size of the waiting lists for non-MSAP-funded magnets (246 students) was nearly twice that of MSAP-funded programs (129 students). It may be that program capacity is less in nongrantee districts, resulting in more of the interested students (i.e., number of students that can be accommodated) being put on one or more waiting lists. It may also be that the proportionately greater availability of magnet programs in MSAP-funded districts results in smaller waiting lists in those districts.

Figure IV-7
Outreach Strategies used by Districts that Have and Have Not Received MSAP Funding

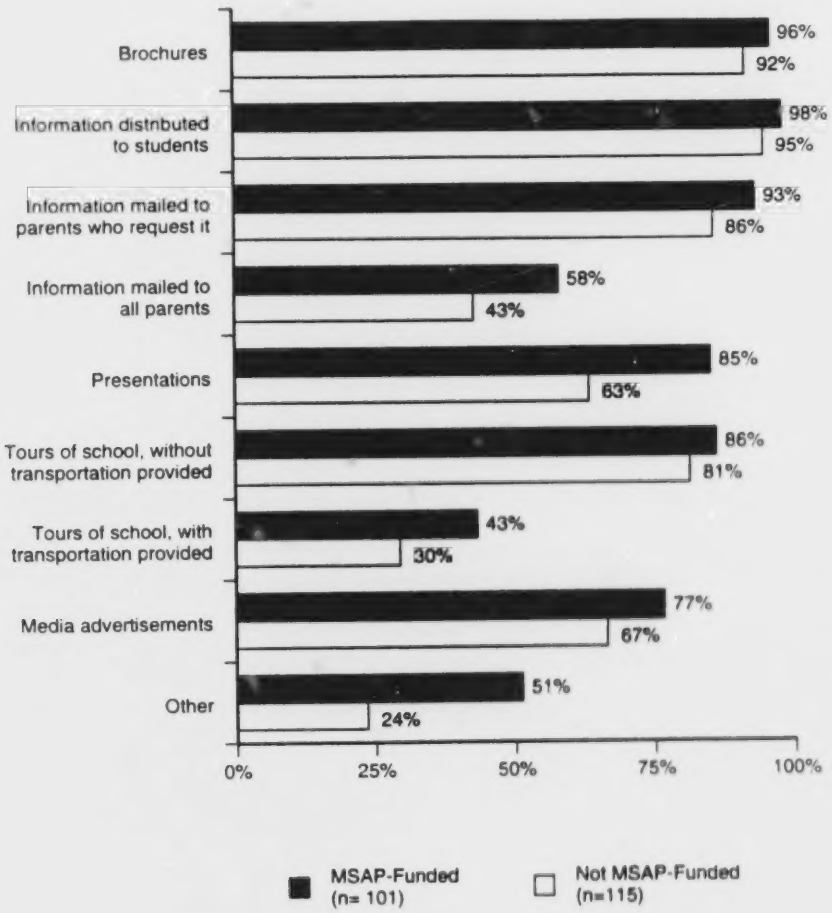


Figure reads: Regardless of whether MSAP support is provided, nearly all magnet districts provide brochures or distribute information to students or to parents who request it.

Selection Criteria. Magnet programs in non-MSAP-supported districts were more likely to have program-specific selection criteria than were magnets in MSAP-supported districts. For example, half of the magnet programs in non-MSAP districts employed such criteria, as contrasted to only about one-third (30 percent) of the magnet programs in MSAP-supported districts. This may be due partially to the greater incidence of gifted and talented and art programs, which are more likely to have program-specific admission criteria, in the non-MSAP districts. At the same time, while MSAP and non-MSAP districts varied in the likelihood of having programs with specific selection criteria, the types of criteria employed are similar in MSAP-funded and other districts.

Staffing. No significant differences were found between MSAP-supported districts and other magnet districts in terms of the extent to which there were additional staffing allowances, differences in class size, or greater latitude in recruiting staff for magnet versus regular programs. Thus, the availability of additional (i.e., MSAP) resources does not seem to translate into lower student/teacher ratios or smaller classes, relative to magnet programs in districts that do not have MSAP support. However, as noted previously, MSAP funds are used to cover planning and other start-up costs associated with magnet school programs.

Student Characteristics. The student populations in districts receiving MSAP support differed in several ways from the student populations in other magnet districts. As noted previously, MSAP-supported districts tended to be poorer than other magnet districts, with a greater proportion of students in these districts (53 percent) eligible for participation in free or reduced-price lunch subsidies than was true for non-MSAP-supported magnet districts (39 percent). MSAP-supported districts also had significantly more limited or non-English-proficient (LEP or NEP) students than non-MSAP-supported districts (11 percent versus 6 percent) as well as higher proportions of minority students (69 percent versus 53 percent).

Similar differences were seen in the characteristics of students enrolled in magnet programs. Magnets in MSAP-supported districts had somewhat higher proportions of low-income students (47 percent versus 41 percent) and minority students (64 percent versus 47 percent) than did magnets in other districts. These differences are consistent with the priority given by MSAP to including students from varying socioeconomic and racial-ethnic backgrounds in magnet programs.

At the same time, low-income students (i.e., those eligible for free or reduced-price meals) were somewhat underrepresented in magnets in MSAP-supported districts relative to their overall prevalence in those districts

(53 percent). This suggest that, in their efforts to reduce minority isolation, magnets in districts receiving MSAP support were more likely than magnets in other districts to attract and enroll students from higher income families. Minority students were also somewhat underrepresented, in *both* MSAP and non-MSAP districts, relative to their overall prevalence in the districts (69 percent and 53 percent, respectively). Magnets thus appear more balanced, in terms of their racial-ethnic composition, than do the districts overall, which is consistent with the objective of reducing minority isolation. However, since these data do not take school location, neighborhood demographic factors, and desegregation objectives into account, inferences regarding the adequacy of participation of disadvantaged and minority students in magnet programs should be drawn cautiously.

Summary

Since its inception, MSAP has disbursed over $739 million in an effort to promote magnet schools and further school desegregation. These funds have been provided to a wide range of school districts, although most of the awards, as well as most of the funds, have gone to large urban and predominately minority districts.

Evidence strongly suggests that MSAP funding, as intended, has been a significant factor in the development and operation of magnet programs. Districts currently receiving MSAP funds were likely to have proportionately more magnet programs than did magnet districts that had never received MSAP support. When MSAP funding terminated, however, a majority of the grantee districts were forced to modify their programs in some way, with one in five indicating they cut back the number of magnet schools and programs offered. Only one-third of the districts were able to maintain their magnet school programs with no modifications.

MSAP funds are used for a wide range of purposes, including obtaining equipment and materials, staff development, hiring teachers, outreach, and planning. Staffing and staff development appear to be especially important, and districts not receiving MSAP funds need to draw on other sources of support for these activities. Current MSAP grantees were strongly committed to maintaining their programs following the termination of their grants; however, a very high proportion of these districts also anticipated being refunded by MSAP. In general, current grantees may be more optimistic about the availability of other sources of funds than the experience of former grantees suggests is warranted.

Comparisons of magnets in MSAP-funded and non-MSAP-funded districts revealed several differences in the nature of the magnet programs offered. MSAP-funded districts had higher proportions of whole-school magnet programs, as well as higher proportions of secondary-level programs; they were less likely to include gifted and talented programs in their offerings. MSAP-funded districts promoted their magnet programs more vigorously and were more likely to offer subsidized transportation to magnet program attendees. Accordingly, student demand for placement in magnet programs was more likely to exceed the program capacity in MSAP-funded districts.

These findings are based on all magnets in the MSAP-funded districts. The data available do not differentiate between the individual magnets that received MSAP support and those that did not. As a result, we cannot make causal statements regarding the effects of MSAP funding on the nature of the magnet programs supported. While there is some indication that differences between magnets in MSAP-grantee and nongrantee districts reflect the requirements and priorities specified in the MSAP rules and regulations, it is not clear whether MSAP tends to select districts with certain kinds of programs or program characteristics, or whether the MSAP funding allows or encourages districts to implement programs with these characteristics. Further investigation of MSAP selection and district planning and decision processes is needed to address this question.

V. Nonmagnet Specialty Schools and Programs of Choice

As was discussed in chapter I, magnet school programs are characterized by three purposes: providing a distinctive educational program, allowing parents to choose the schools their children attend, and having desegregation as a specific goal. The desegregation criterion differentiates magnets from other specialty schools or programs of choice that school districts may offer.[21] Many school districts have a long tradition of providing schools with specialized programs as options for students. However, these ideas have gained greater currency in recent years, in part as a result of the emergence and acceptance of magnet schools as a strategy for desegregating schools, but also as part of a larger movement toward diversity and choice in American education.

In this chapter the larger contexts of specialized schools and school choice, with and without magnets, are examined. Particular attention is given to the extent to which and ways in which nonmagnet specialty schools and programs of choice are similar to—or different from—magnet school programs.

■ Characterizing Nonmagnet Specialty Schools and Programs of Choice

Specialty schools encompass a wide range of schools that provide programs that are distinctive in some way. They may target a special population (e.g., potential dropouts, teen parents, students not faring well in regular schools, students with special needs), or they may offer a distinctive curriculum (e.g., math-science or fine arts emphasis) or instructional approach (e.g., open classrooms, Montessori). In targeted programs, emphasis is placed on the

[21]Although we are differentiating magnet schools from a broader domain of specialty schools, many educators do not draw such a distinction, but, instead, use the term "magnet school" to refer to specialty schools regardless of whether or not they have a desegregation emphasis.

often special needs of the students for which they are designed. Students must qualify (in terms of being in the target population) or be referred to enroll in these programs; while such programs add to the diversity of offerings within the district, they are not generally considered as options from which students routinely choose. Nontargeted programs, on the other hand, are characterized by the nature of the program offered, rather than the population of students served. Schools are promoted within the district as offering a particular curriculum emphasis or instructional approach, and students can elect to enroll if they wish, in lieu of their neighborhood (or assigned) school. Thus, except for the lack of desegregation as an explicit purpose, nontargeted specialty schools are very similar to magnet schools. In these analyses we focus on *nontargeted specialty schools—those that offer distinctive educational programs or instructional approaches while not targeting a special student population.*

Programs of choice provide a mechanism whereby students may elect to enroll in their assigned school or in any other school in the district (for districtwide choice programs) or within a specified larger area, such as the greater metropolitan area or the state (for interdistrict programs of choice). These programs are also often described as "open enrollment" programs. They are differentiated from school or district transfer policies that apply only in specific circumstances (e.g., because the parents are employed within the district, because a sibling attends the school, because of disciplinary problems). In these analyses we focus on *districtwide or interdistrict programs of choice that are not part of a desegregation plan, that encompass all nontargeted schools (specialty or other) in the district (or broader area), that are open to all students without regard to special circumstances, and that are accompanied by active outreach efforts.* These programs are similar to magnet school programs in that they allow parents to select the schools that their children attend. However, they do not have desegregation as a specific emphasis, and the choice options are not limited to only those schools offering distinctive programs.

■ How Prevalent are Nonmagnet Specialty Schools and Programs of Choice?

Over 1,000 multischool districts (19 percent of the total, including those that offered magnets) offered one or more *nonmagnet* specialty schools, nearly five times as many districts as offered magnet schools (4 percent—see figure V-1). Very few of these districts (2 percent overall) offered both magnets and nonmagnet specialty schools.[22] Thus, districts with magnet

[22] This may be a result of the definitional distinction drawn between magnets and nonmagnet specialty schools (i.e., whether or not desegregation is a purpose of the program).

Figure V-1
Overall Prevalence of Magnets and Nonmagnet Specialty Schools
(reference Tables V-3, V-4, V-5, and V-6 in Appendix B)

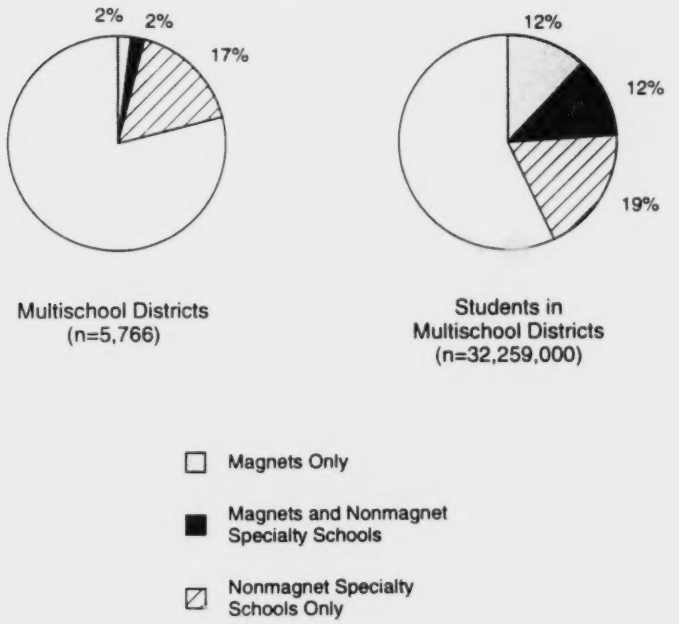


Figure reads: Nearly one-fifth (19 percent) of the nation's multischool districts operate nonmagnet specialty schools; these districts account for almost one-third (31 percent) of all students in multischool districts.

programs represent a small portion of the total set of districts nationwide offering distinctive educational programs. At the same time, just over 1,000 nonmagnet specialty schools were identified in the districts surveyed, as contrasted to the 2,433 magnet schools noted in chapter III. Magnets thus comprise a large majority of the educational alternatives available to students. A total of 44 percent of the students in multischool districts were in districts offering either magnets or nonmagnet specialty schools, and thus had the potential opportunity to avail themselves of these alternatives.

The proportion of multischool districts offering *nonmagnet* programs of choice (23 percent, including those districts also offering magnets) was also substantially greater than the proportion offering magnet schools (4 percent overall); again, there was very little overlap between the districts having magnet programs and the districts offering nonmagnet programs of choice (see figure V-2). A total of 43 percent of the students in multischool districts were in districts where either magnets or other programs of choice were offered.

Among all multischool districts, 37 percent offered *either* magnet schools, nonmagnet specialty schools, or nonmagnet programs of school choice; these districts encompassed over half (56 percent) of students in multischool districts (see tables V-5 and V-6 in appendix B). Thus, over one student in two in multischool districts nationwide could potentially avail themselves of one of these programs.

At the same time, relatively few multischool districts (6 percent of the total, representing 11 percent of the students) offered *both* nonmagnet specialty schools and programs of districtwide or interdistrict choice. Very few (less than 1 percent of the districts, representing 5 percent of the students) offered all three programs. Thus, in a majority (66 percent) of the districts offering specialty schools, students' and parents' options appeared to be limited to the schools offering the special programs. Similarly, in nearly three-fourths (70 percent) of the districts offering programs of choice the options available did not include schools with distinctive programs. Magnet school programs thus stand out for offering both distinctive educational offerings and choice.

Because larger school districts have more of an opportunity to provide options to students, one might expect to find nonmagnet specialty schools mostly in the larger urban and suburban districts. This was indeed the case, although this difference was not as pronounced as we saw for magnet schools (see figure V-3). Among districts offering nonmagnet specialty schools, 9 percent were large urban districts—about twice as many as would be expected given that only 4 percent of all multischool districts are in large urban areas. Large urban districts accounted for 44 percent of all students in

Figure V-2
Overall Prevalence of Magnets and Nonmagnet Programs of Choice
(reference Tables V-3, V-4, V-5, and V-6 in Appendix B)

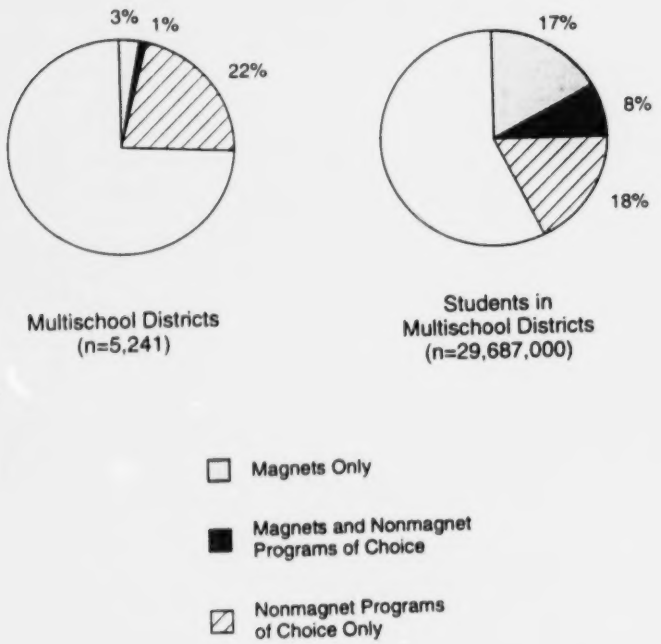
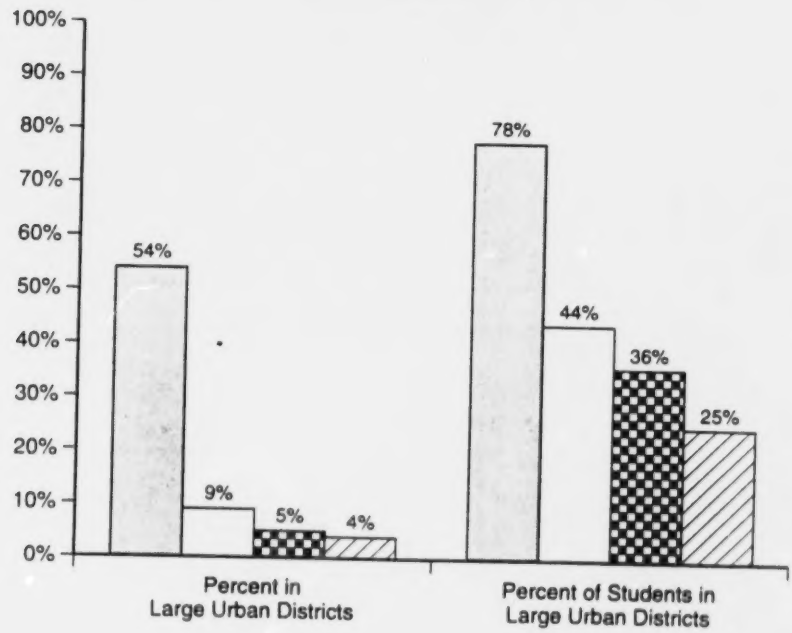


Figure reads: Over one-fifth (22 percent) of the nation's multischool districts operate nonmagnet programs of choice; those districts account for over one-quarter (26 percent) of all students in multischool districts.

Figure V-3
Magnets and Nonmagnet Specialty Schools and Programs of Choice: Proportions in Large Urban School Districts
(reference Tables II-7, II-8, V-7, and V-8 in Appendix B)



- Magnets (n=230 districts, 7,757,000 students)
- Nonmagnet Specialty Schools (n=672 districts, 10,014,000 students)
- Nonmagnet Programs of Choice (n=1,057 districts, 7,613,000 students)
- All Multischool Districts (n=6,389 districts, 35,315,000 students)

Figure reads: Only 9 percent of nonmagnet specialty schools are found in large urban districts, but 44 percent of the nation's students in nonmagnet specialty schools are located in large urban districts.

districts with nonmagnet specialty schools—but only 30 percent of all students in multischool districts nationwide. Nonmagnet programs of choice, on the other hand, were not especially more prevalent in the larger urban school districts but, rather, were as likely to be found in small and rural districts.

Because desegregation was not an explicit goal of these programs, we did not expect to find either specialty schools or programs of choice concentrated in high-minority districts, and this was indeed the case: 12 percent of specialty schools and 13 percent of programs of choice were found in minority-dominant districts, and such districts comprised 13 percent of all multischool districts nationwide. (In contrast, 57 percent of magnet school programs were located in minority-dominant districts.) Nonmagnet programs of choice, however, were somewhat less likely to be found in districts with high proportions of low-income students than would be expected based on the overall prevalence of such districts (see figure V-4). Only 4 percent of the nonmagnet programs of choice were located in low-income districts, although 11 percent of all multischool districts were in low-income areas.

It thus appears that magnet school programs serve somewhat different populations than do nonmagnet specialty schools and, especially, programs of choice. Whereas magnet programs are concentrated in large urban districts with high proportions of low-income and minority students—districts where desegregation is more likely to be an issue—nonmagnet specialty schools and programs of choice, which do not have desegregation as an objective, are less likely to be found in such districts.

■ What Kinds of Distinctive Programs are Offered by Specialty Schools?

In districts offering nonmagnet specialty schools, these schools typically comprised a relatively small proportion of the schools in the district, and program offerings were relatively limited. While the number of specialty programs offered ranged from 1 to 82, most districts offered only one or a few programs: nearly 60 percent of districts with specialty schools had only one such school, and another 15 percent offered only two specialty schools. Nearly 25 percent of the specialty school programs consisted of only one or two vocational programs. Most districts offering more than five specialty schools were relatively large, such that the specialty schools represented a relatively small proportion of the schools in the district.

Unlike magnet schools, which were concentrated somewhat more at the elementary grade levels, specialty schools were more likely to be found at the

Figure V-4
Magnets and Nonmagnet Specialty Schools and Programs of Choice: Proportions in High Poverty School Districts
(reference Tables II-7, II-8, V-7, and V-8 in Appendix B)

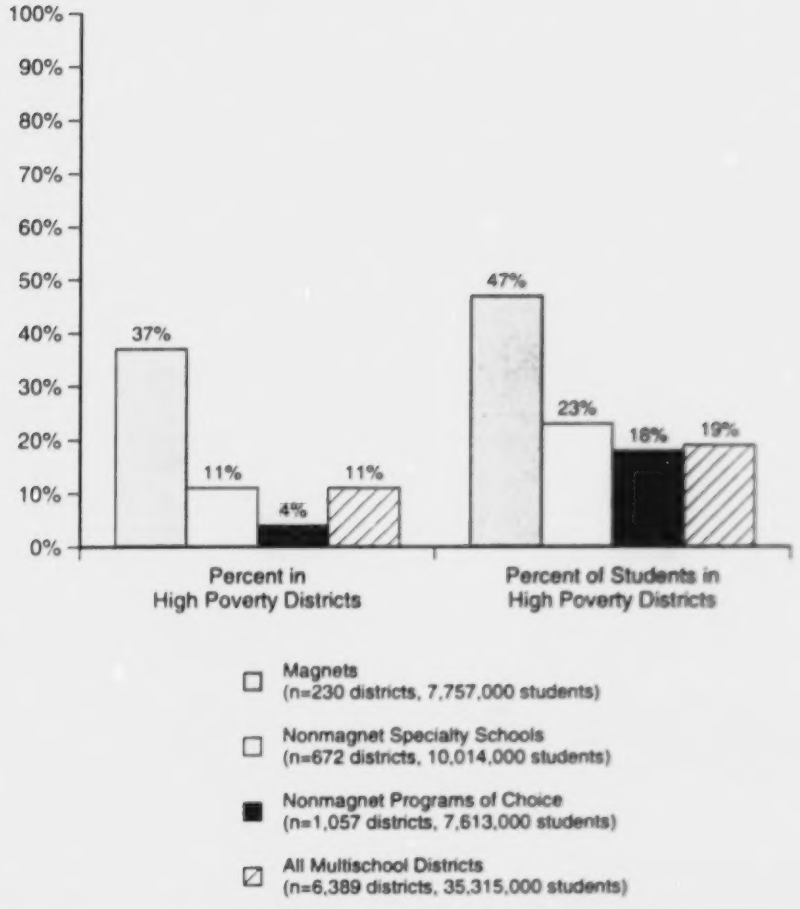


Figure reads: Relatively few of the districts with nonmagnet programs of choice were high poverty districts. Students in districts with nonmagnet programs of choice were neither more nor less likely than students in general to be in high poverty districts.

high school levels (see figure V-5). Over half (59 percent) of the specialty schools identified were high school programs. By contrast, only a quarter (25 percent) of magnet programs occurred at the high school level.

Between one-fourth and one-third of both the magnet and nonmagnet specialties were characterized as providing an alternative instructional approach, such as open classrooms, Montessori, or individualized instruction (see figure V-6). Beyond this, however, some striking differences were found. A majority of the nonmagnet specialty schools provided either vocational training programs (41 percent); or gifted-talented programs (20 percent); very few (5 percent) offered programs with subject matter emphases. Magnet programs, on the other hand, were much more likely to provide alternatives that emphasized curriculum content (e.g., math-science programs, language immersion programs, community studies, arts): 47 percent of all magnet programs had such emphases.

In sum, while over one multischool district in five offered either magnet schools or nonmagnet specialty schools as options for students, the scope and diversity of options provided in magnet school programs was considerably broader. Many of the nonmagnet specialty school programs consisted only of one or two vocational schools. However, it is worth noting that nearly a third of specialty schools, as well as over a quarter of magnet programs, featured distinctive instructional approaches. Thus, whether or not desegregation is an issue, many schools systems are recognizing the advantages of providing alternative approaches to meeting children's educational needs.

■ What is the Extent of Choice Offered to Students Outside of Magnet Programs?

Nonmagnet programs of choice can also take a variety of forms in school districts. One of the key dimensions of choice programs concerns the nature and scope of the options from which parents and students can choose. We estimate that 16 percent of districts nationwide, or one in six, provided some degree of *within-district choice* to students; approximately 22 percent of students nationwide were enrolled in those districts and, thus, had access to within-district choice plans. The higher proportion of students served by within-district choice programs, relative to the proportion of districts offering them, suggests that within-district choice programs are somewhat more likely to be offered in larger districts.

Almost as many districts (15 percent) provided for some form of *between-district choice*, but only 11 percent of students were in those districts. This

Figure V-5
Distribution of Nonmagnet Specialty Schools and Magnet Programs by School Levels (reference Tables III-2 and V-9 in Appendix B)

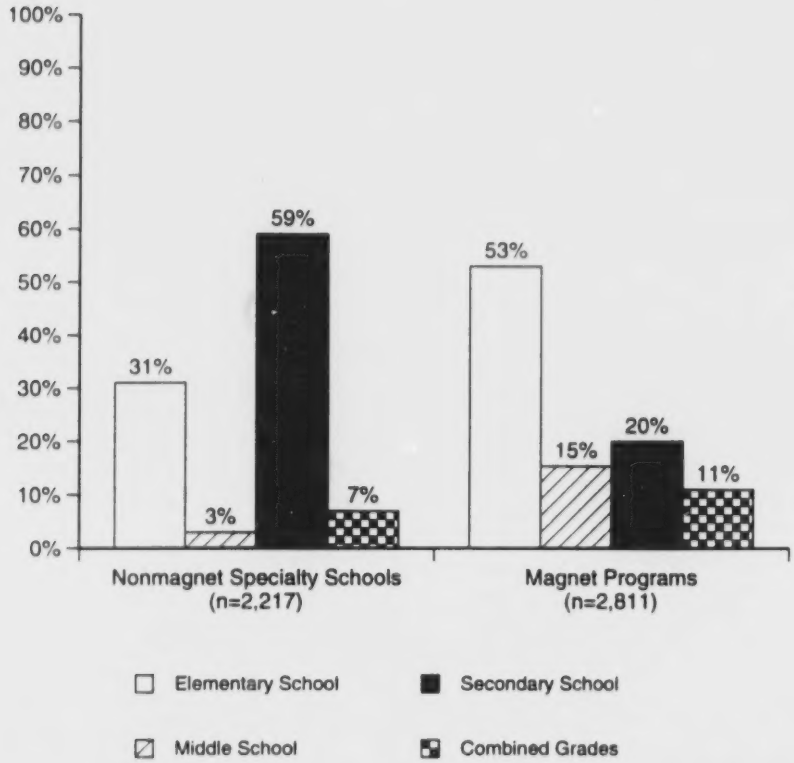


Figure reads: Nonmagnet specialty schools were more likely to be found in secondary (high) schools while magnets were more prevalent in elementary schools.

Figure V-6
Distribution of Nonmagnet Specialty Schools and Magnet Programs by Curriculum Emphasis
(reference Tables III-2 and V-10 in Appendix B)

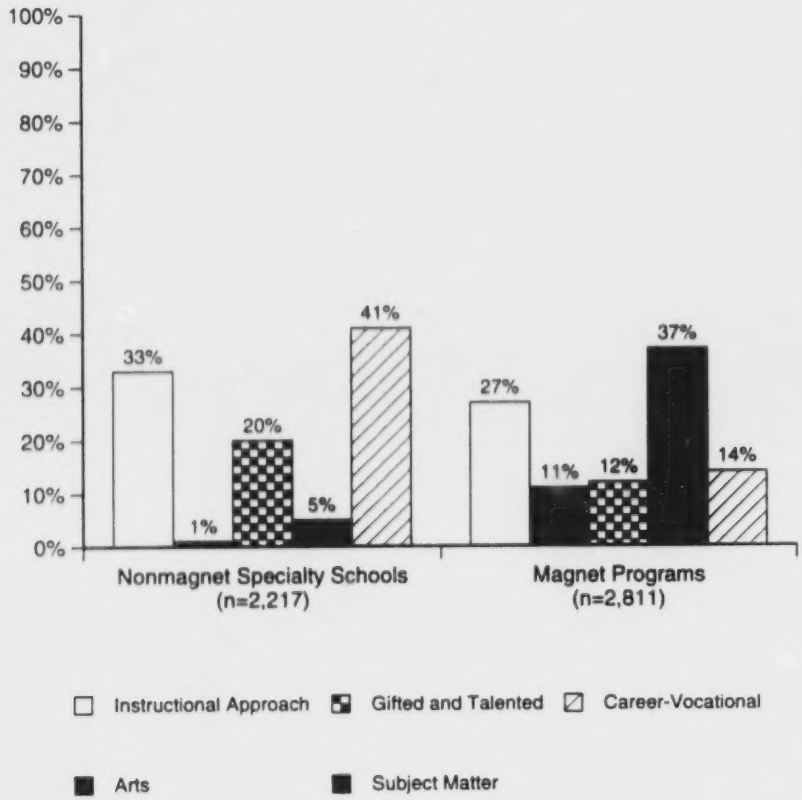


Figure reads: Nonmagnet specialty schools tended to focus on vocational training while magnet programs tended to emphasize subject matter instruction.

suggests that many of the between-district choice plans currently in place were located in the smaller districts—and perhaps exist in part because of the relatively small size of the district. Relatively few districts (8 percent) offered both within- and between-district programs of school choice; these districts encompassed 7 percent of students nationwide in multischool districts.

There were also some differences by grade level in the type of choice plans available. Within-district choice programs were most likely to cover the elementary grades; however, nearly all of the between-district choice plans included high schools (see figure V-7). Again, this difference may relate to the need for small districts to collaborate in providing secondary schools.

While both within-district and between-district choice programs allowed students to select from among the various public schools in the district(s), they differed markedly in terms of the nonpublic alternatives offered. Approximately 7 percent of within-district choice programs and 19 percent of between-district choice programs offered students the option of enrolling in postsecondary programs for some or all of their course work. These options were more likely to be found in the larger school districts, where postsecondary schools are more likely to be readily available. Only a very few nonmagnet programs of choice included the option for enrolling in private schools; these programs tended to be located in small rural districts, where students tend to be widely scattered geographically. Finally, a small proportion of districts provided other options for students, such as programs operated by county offices of education and serving a number of districts; again, these options were found in the smaller rural districts where there were fewer programs available within the public school districts.

■ How does District Support for Nonmagnet Programs of Choice Compare to Support for Magnet Programs?

Two important ways that districts can support programs of school choice are by informing students about the options available and by providing transportation to enable students to attend the schools chosen.[23] Overall, districts with magnet programs did much more to inform students about the magnet school options than did districts with nonmagnet programs of choice (see figure V-8). Relatively few districts employed more than one or two information dissemination strategies to promote nonmagnet choice options (either within- or between-districts), while relatively few employed *fewer* than

[23] Some respondents considered permitting transfers to be a choice program. To distinguish these from "true" choice programs, the requirement that a choice program employ some means of outreach, other than word-of-mouth, was adopted.

Figure V-7
Grade Levels Covered in Within-District and Between-District Programs of Choice (reference Table V-12 in Appendix B)

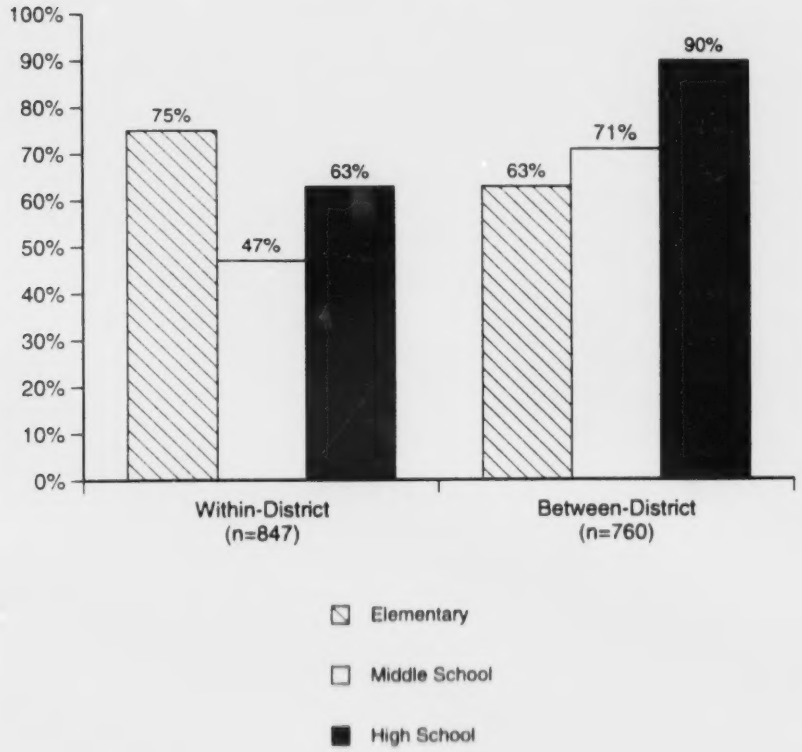


Figure reads: Within-district choice plans are most likely to encompass elementary schools, while almost all between-district choice programs encompass high schools.

Figure V-8
Number of Outreach Strategies Employed to Promote Magnet Programs and Nonmagnet Programs of Choice
(reference Table IV-13 in Appendix B)

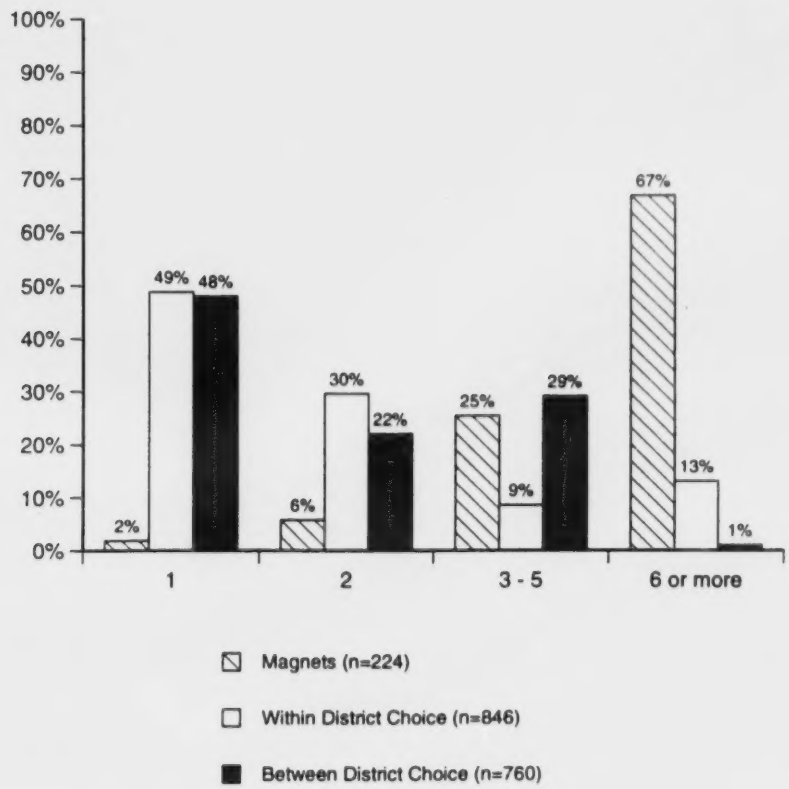


Figure reads: Most magnet programs employed six or more outreach strategies while nonmagnet programs of choice were more likely to employ only one outreach strategy.

three or more to promote magnets. On average, choice programs used only 2.3 different outreach strategies, while magnet programs employed more than six. This difference in outreach efforts reflects the greater need of magnets to attract students with specific racial and ethnic characteristics in order to meet desegregation goals.

There are also pronounced differences in the ways that districts promoted magnets versus other choice options (see figure V-9). Districts with magnet programs were much more likely to use printed brochures, make presentations to students, run advertisements, and encourage visits or tours. For nonmagnet programs of choice, districts appeared to rely primarily on providing written information to students and parents (e.g., letters describing enrollment process and alternatives available). "Other" outreach strategies employed by districts with choice programs were similar to those used by magnet programs: information centers, presentations at fairs, special parent and student outreach programs, and videos. Outreach strategies did not differ substantially for within- and between-district choice programs.

A high proportion of school districts provided transportation services to enable students to attend either magnet or nonmagnet schools within the district (see figure V-10). However, transportation was somewhat less likely to be provided for nonmagnet options at all grade levels, and considerably less likely to be provided for between-district choice programs, reflecting the greater costs of between-district travel. At the elementary level, 86 percent of districts provided transportation for magnets, and 72 percent provided transportation in connection with other within-district programs of choice.

■ To What Extent do Students Participate in Nonmagnet Programs of Choice?

Not surprisingly, given the lower amount of effort put into promoting nonmagnet programs of choice relative to magnet programs, substantially fewer students participated in nonmagnet within-district or between-district choice programs. Districts estimated that, on average, 9 percent of students overall took advantage of within-district choice options, but under 2 percent took advantage of between-district alternatives. These figures compare to an overall participation rate of 16 percent for magnet schools. Among districts able to provide estimates separately for white and minority students, minority students were somewhat more likely to elect within-district options than were white students (4 percent versus 2 percent—see table V-1). However, in districts with between-district choice programs, minority students were

Figure V-9
Types of Outreach Strategies Employed to Promote Magnet Programs and Nonmagnet Programs of Choice
(reference Table V-13 in Appendix B)

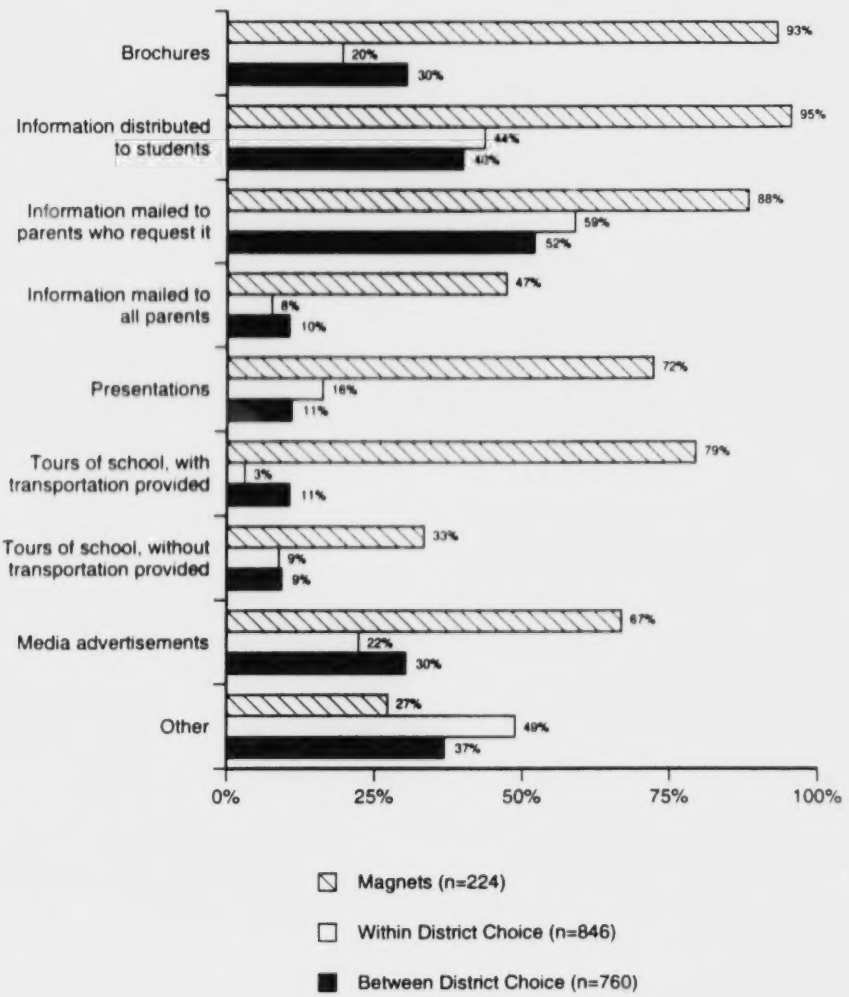


Figure reads: While nearly all magnet programs provided brochures or information to students, most nonmagnet programs of choice distributed information to parents who requested it.

Figure V-10
Provision of Transportation Services for Students in Magnet and Nonmagnet Programs of Choice
(reference Table V-13 in Appendix B)

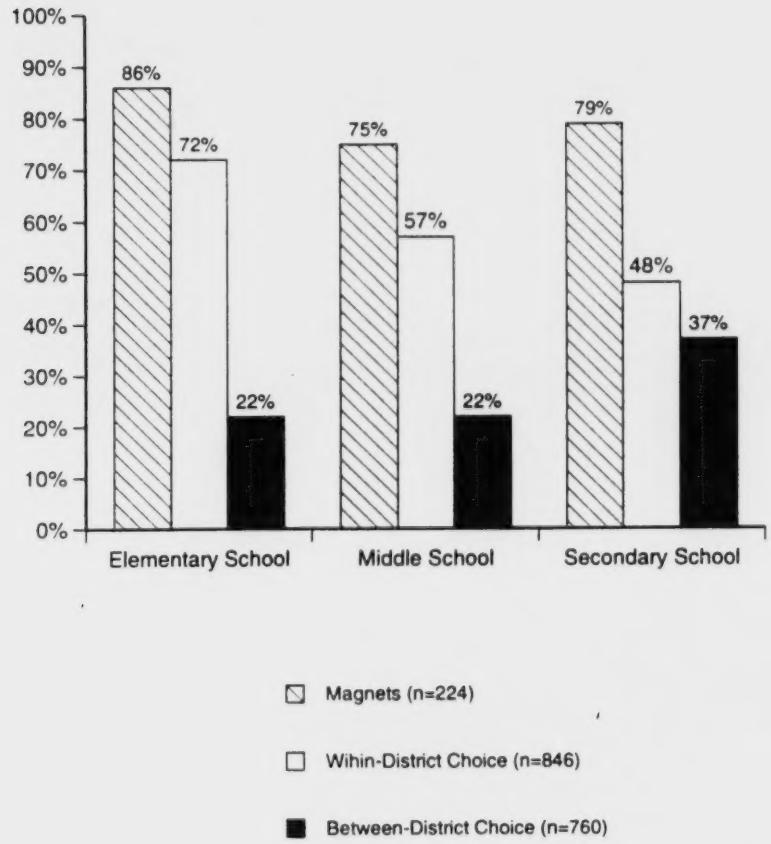


Figure reads: Transportation services are somewhat less likely to be provided to students enrolled in within-district choice programs than to magnet students. For between-district choice programs, transportation services are more likely to be provided at the high school level.

considerably less likely to change schools than white students. Greater numbers of elementary school students participated in within-district choice programs, but greater numbers of high school students participated in between-district programs.

Table V-1
Average Proportions of Students Participating in Within-District and Between-District Programs of Choice

Students	Within-District	Between-District
White	2.2%	1.5%
Minority	4.0%	.2%
Total	9.3%*	1.8%*

* Since the proportion of districts able to provide white or minority breakdowns was a subset of those able to provide totals, column totals are not equal to overall totals.

Summary

Magnet school programs are clearly part of a broader context of educational alternatives and school choice. Among multischool districts nationwide, over one in five offered either magnets or nonmagnet specialty schools, and 43 percent of all students in multischool districts nationwide had the opportunity to enroll in schools with a distinctive program or instructional approach. Over one district in four offered some form of school choice, either through magnets or through nonmagnet programs of choice, and 43 percent of students in multischool districts nationwide could avail themselves of these opportunities. Unlike magnets, however, nonmagnet programs of choice were as likely to be found in small or rural districts as in large urban districts, and were less likely than magnets to be found in poorer districts (i.e., districts serving higher proportions of low-income students).

While magnet districts comprised a relatively small portion of the districts offering distinctive educational programs, magnet school programs were considerably more extensive and diverse than nonmagnet specialty programs. The average number of magnets in a magnet district was over twice the average number of specialty schools in a specialty school district, and the range of options offered by magnets was considerably broader.

Magnet districts likewise comprised a small proportion of school choice programs nationwide. However, they spent considerably more effort on

outreach and were more likely to provide transportation to encourage students to transfer to magnet schools. As a result, higher proportions of students enrolled in magnet schools than participated in nonmagnet choice programs. Lacking the impetus of a desegregation plan and goals, nonmagnet districts no doubt have less incentive to promote participation in their choice programs.

If one considers the effort being devoted both to magnets and to nonmagnet specialty schools and programs of choice throughout the country, it is clear that there is considerable interest in and motivation to provide educational alternatives as well as opportunities for public school choice. However, it is also clear that the number of alternatives available and, thus, the extent of choice provided, is considerably greater with magnet school programs. Thus, in school districts today, magnet programs represent a model for providing educational alternatives and school choice.

VI. Summary of Study Findings and Directions for Further Research

This study of Magnet Schools and Desegregation, Quality, and Choice was undertaken at the request of the U.S. Department of Education, in order to: provide the Department with information regarding the nature and extent of magnet schools, assess the contributions of the Magnet Schools Assistance Program (MSAP) to the development and implementation of magnet school programs, and assess the relationships between magnet schools and other desegregation strategies to school desegregation. The last major survey of magnet schools was conducted nearly ten years ago, prior to the initial authorization of the MSAP. In the ensuing decade (through 1991) the federal government invested over $739 million through MSAP in magnet school programs in 117 school districts throughout the U.S.

The focus of this study is on magnet schools and magnet programs. Magnet schools have three distinguishing characteristics:

- They provide a *distinctive curriculum* or instructional approach;
- They *attract students* from outside an assigned neighborhood attendance zone;
- They have *desegregation* as an explicit purpose.

It is the combination of these elements that distinguish magnet schools from other desegregation efforts, specialty programs, and programs of school choice.

This report provides descriptive data regarding the growing prevalence of magnet school programs in American education, the characteristics of magnet schools and magnet programs, and the impact of federal support through the MSAP on the development and implementation of magnet programs. A

summary of these findings and a discussion of questions remaining to be answered follows.

Summary of Study Findings

■ Magnet Schools in American Education

Magnet schools are a growing phenomenon in American education. The number of magnet schools and magnet programs has more than doubled over the past decade, with an estimated total of 2,433 magnet schools in operation during the 1991-92 school year. Among students in multischool districts, nearly one in four had the opportunity to attend a magnet school.

The number of students enrolled in magnet programs has nearly tripled over the past decade. In the 1991-92 school year, over 1.2 million students were enrolled in magnet programs; 61 percent of these students were black, Hispanic, or from another minority group. On average, magnet program students comprised 15 percent of all students in districts offering magnets.

Magnet schools are most likely to be found in large urban school districts, districts with high proportions of minority students, and districts with high proportions of low-income students.

■ Distinctive Characteristics of Magnet Programs

To attract students, magnets offer a wide range of distinctive educational curricula or instructional approaches. At the elementary level, magnet programs typically feature a subject matter orientation (e.g., aerospace technology, math-science, humanities) or a particular instructional approach (e.g., open classrooms, individualized education, Montessori). At the high school level, magnet programs are more likely to feature subject matter or career-vocational orientations. High school magnet programs are also much more likely to operate as program within school magnets, rather than whole school magnets.

Magnet schools comprise a small proportion of specialty schools and school choice programs nationwide, but they spend more effort on outreach and they are more likely to provide transportation to enable students to attend the magnet schools than are other specialty schools or programs of choice. Magnet schools are also more likely than regular schools to enjoy additional staffing and smaller class sizes. Districts with magnet school programs report having higher per-pupil expenditures than do other districts, although this

may result from other programs in addition to magnets that are offered in these districts.

■ Participation in Magnet Schools and Magnet Programs

Magnets are successful in attracting students from outside designated neighborhood attendance zones. Magnet programs have considerable popular appeal, as evidenced by their growing numbers, waiting lists, and high participation rates relative to other choice programs. Nationwide, approximately 1.2 million students participate in magnet programs. Over three-fourths of these students explicitly chose to attend the magnet rather than their neighborhood school or program.

There is considerable additional unmet demand, as evidenced by the numbers of districts indicating that they cannot accommodate all the students wanting to enroll in magnet programs (93 percent), the number of programs that maintain waiting lists (53 percent), and the size of those waiting lists (half of the lists have 40 or more names).

Overall, access to magnet programs is relatively open, especially at the elementary level. In spite of their distinctive focuses, only one-fourth (26 percent) of elementary level magnet programs employed special, program-specific, admission criteria in selecting students to enroll. At the high school level, however, over half (54 percent) of magnets employed such admission criteria.

Participation in magnet programs varies somewhat depending on the district racial composition. In minority-dominant districts, magnet programs enroll higher-than-average proportions of white students, while in white-dominant districts higher-than-average proportions of minority students are enrolled in magnets. Magnet programs thus appear to contribute to promoting racial balance in schools.

Some types of magnet programs appear to be more effective than others in terms of attracting white and minority students. Whole school-attendance zone magnets, which allow students from the surrounding neighborhood to enroll, typically experience higher-than-average levels of minority student enrollment regardless of the district race composition.

■ Impact of the Magnet Schools Assistance Program

The Magnet Schools Assistance Program has significantly contributed to the development and implementation of magnet programs. Federal support through

MSAP has enabled 117 school districts nationwide to implement or expand their magnet school programs. Through the 1991-92 funding cycle, a total of $739 million had been disbursed. MSAP funds have been used most often for materials and equipment, staff development, and hiring additional teachers. In addition, nearly 40 percent of MSAP grantees reported using MSAP funds to establish one or more new magnet programs. The overall scope of magnet school programs in MSAP-funded districts is substantially greater than in districts that have not received MSAP support: 35 percent of schools in grantee districts were magnets, as contrasted to 21 percent of schools in non-grantee districts.

Magnet school programs supported by federal MSAP funds differed from magnet programs in nonsupported districts in other significant ways: more of the MSAP-funded magnets were at the high school level, and more were program within school magnets. Fewer of the MSAP-funded magnets employed special selection criteria to screen students, and outreach activities were more extensive. MSAP-funded districts were also more likely to provide transportation for magnet students, although this was not supported with MSAP funds. Finally, MSAP-supported magnet districts were much less likely to be able to accommodate all students interested in enrolling.

Most former MSAP grantees (87 percent) continued to maintain their magnet school programs following the conclusion of the MSAP grant, although nearly two-thirds (66 percent) reported some modifications in their magnet programs that could adversely affect the quality of the educational program being provided.

Unanswered Questions

The findings presented in this report from the Magnet Schools Study demonstrate that magnet schools are a significant and growing phenomenon in American education. Magnet school programs provide a rich array of educational alternatives to students and parents, as well as the opportunity for students and parents to play a more active role in determining the nature of the education received. Moreover, they appear to be an effective means of attracting students to enroll in schools outside their immediate neighborhoods, with the objective of promoting school desegregation. The Magnet Schools Assistance Program has played a major role in supporting the development and expansion of magnet school programs and has stimulated the development of such programs in districts serving minority and disadvantaged youth.

While these results are encouraging in terms of the growth of magnet school programs nationwide and their popularity with students, parents, and educators, much remains to be learned about the educational impact of magnet schools and magnet programs. Magnet schools are intended to contribute both to school desegregation and to improved educational quality. Further research is needed to determine the extent to which these outcomes are realized. To what extent do magnets contribute to desegregating schools and school systems? To what extent do they foster more effective education and improved student learning? To what extent do they contribute to making high-quality education available to all students?

From a policy perspective, it will be important to look beyond the overall impact of magnet schools and magnet programs and determine what characteristics of magnets, or what strategies for implementing magnet programs, contribute to the outcomes observed. Are particular kinds of magnet programs more (or less) successful in attracting students? How important are outreach efforts, or transportation, for attracting a broad range of students? In what ways do magnet schools use the resources available to them to provide high-quality programs? As educators and educational policymakers grapple with the many challenges confronting public schools today, answers to these questions may have implications for school reform more generally.

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Glossary

Desegregation Plan: a formal, written plan for student assignment to attain a specific racial-ethnic composition in some or all schools within the district. Plans may be classified as *voluntary, mandatory,* or *controlled choice.*

Desegregation Strategies: specific strategies employed to improve desegregation within the district. Strategies incorporated in desegregation plans include *majority-to-minority transfer, magnet schools, mandatory (re)assignment, contiguous zoning, noncontiguous* or *satellite zoning, pairing-clustering, freedom of choice,* and *controlled choice.*

Magnet Program: a program with special curricular theme or method of instruction, such as math and science, performing arts, or open classrooms designed to attract students from outside a school's neighborhood attendance zone in order to improve racial balance across schools.

Magnet Program Structure: magnet programs may be structured in different ways, reflecting different strategies for desegregating the schools. Program structures vary in terms of (1) whether some or all of the students attending the school are enrolled in the magnet program, and (2) whether all students must choose to enroll in the school/program or whether some may attend because it is their assigned (i.e., neighborhood) school. Three types of magnet program structure are *Whole School - Dedicated, Whole School - Attendance Zone,* and *Program within School* (PWS).

Magnet School: a school offering one or more magnet programs, in order to attract students from outside the neighborhood attendance zone with the objective of improving racial balance across schools.

Magnet School Program: a *districtwide* program wherein one or more magnet schools are offered as options for students to promote desegregation.

Program Within a School (PWS) Magnet: a magnet program embedded within a school and in which only some of the students attending the school are enrolled. Students enroll in the magnet program by choice, but magnet program enrollment is subject to racial balance guidelines.

Programs of Choice: district enrollment policies (sometimes referred to as open enrollment) that allow districtwide or interdistrict choice of schools. Under this type of program, students may choose to attend either their assigned school or any other school within the district or between districts. In this study, programs of choice are differentiated from voluntary desegregation strategies that allow choice of school.

Specialty School: a public school that has a distinctive theme or method of instruction and attracts students voluntarily from outside an assigned attendance zone. In this study, specialty schools differ from magnet schools in that they do not have desegregation as an explicit goal.

Whole School-Attendance Zone Magnet: a magnet program in which all students attending the school are enrolled in the magnet, but students may choose to attend the school *either* because of the magnet program or because it is their assigned (i.e., neighborhood) school. Enrollment for transfer students (i.e., students from outside the attendance zone) is subject to racial balance guidelines.

Whole School-Dedicated Magnet: a magnet program in which all students attending the school are enrolled in the magnet *and* all students choose to attend the school (i.e., there is no neighborhood attendance zone and no assigned student population). Enrollment for all students is subject to racial balance guidelines.

APPENDIX A

Study Samples and Data

Appendix A:
Study Samples and Data

The results presented in this report are based on data for a sample of school districts representative of all multischool districts nationwide. Data included surveys of the school districts, school enrollment data (obtained from both school districts and the federal government), and information from records provided by the Magnet Schools Assistance Program Office. Descriptions of the procedures employed in selecting the districts and programs that were surveyed, in collecting information from them, and in analyzing these files follow.

Study Samples

Phase I of the Magnet Schools study sought to provide both national estimates regarding the nature and extent of magnet school programs, and detailed information on program characteristics and the impact of Federal support for magnet schools. Consequently, the sampling design had to produce the large sample sizes required to permit reasonably precise estimates for some outcomes of interest, but also allow for the more intensive data collection needed to ensure richness of detail and insight into others. To these ends, a multistage sampling design was used: a survey of a national probability sample of U.S. school districts followed by an indepth (follow-up) survey of a representative subset of those districts that had magnet programs. Following are descriptions of the sampling plans for each component.

National Survey Sample

■ Sampling Frame

The respondent universe for the national survey was the set of U.S. school districts in which the structural potential for desegregation and choice exists—i.e., school districts in which two or more schools offer at least one grade level (K-12) in common. Of the approximately 16,986 school districts identified in the 1989/90 Common Core of Data (CCD) Nonfiscal Survey File, 6,392 districts met this criterion and constituted the population from which the national sample was drawn.

■ Stratification Dimensions

The sampling design—a stratified random sample of 600 multischool districts—represents a compromise between efficiency and precision. Stratification results in increasing the efficiency of estimation based on the survey sample. The ideal strata for enhancing the precision of estimates are strata that are correlated with the parameters being estimated and uncorrelated with each other. Accordingly, the national sample was stratified on three dimensions: (a) district size; (b) racial composition of the school district; and (c) receipt of MSAP funding.

Districts were classified into one of four *size* categories, as follows:

Stratum	Enrollment
Very large	27,750 or over[1]
Large	10,000 - 27,749
Medium	5,000 - 9,999
Small	under 5,000

Districts were selected in varying ratios from the different strata: we oversampled the stratum of large districts and undersampled small districts. Because magnet schools and choice are most meaningful in larger districts where there are enough schools to offer real opportunities for choice, the

[1] The cutoff value of 27,750 was chosen to identify the largest 150 school districts. The OCR elementary and secondary school surveys, which were a major source of data on enrollments by race, typically sample the largest 150 school districts with certainty.

very large districts were selected with certainty. Relatively few of the smallest districts were selected. However, as some small districts do have magnet programs, it was important that the small-district sample be large enough to capture some of these districts. By oversampling the large districts, the efficiency of the sample as representative of the nation's students was maximized. This also ensured a sufficient number of large districts, which were likely to be the source of the most crucial data on magnet schools.

Racial composition of district enrollment constituted the second sampling stratum. Because a major focus in the study was on the effectiveness of magnet schools in supporting school desegregation, the most useful information would be obtained from districts where desegregation was most likely to be an issue—i.e., districts that were neither predominantly white ($\geq$90 percent white) nor predominantly minority (<10 percent white). Therefore, predominantly white and predominantly minority districts were differentiated from majority white (50-89 percent white) and majority minority (10-49 percent white) districts, and the majority white and majority minority districts were oversampled. Because the majority white stratum was more than twice as large as the majority minority stratum, it was subdivided into two levels, representing lower and higher proportions of minority students.[2] The sampling frame was thus further subdivided into the following enrollment composition-within-size strata:

Substratum	Enrollment Composition
Predominantly white	≥90 percent white
Majority white—low minority	76.4-89 percent white
Majority white—high minority	50-76.3 percent white
Majority minority	10-49 percent white
Predominantly minority	<10 percent white

In order to assess the impact of federal support for magnet programs, it was essential to include districts with *MSAP funding* in the sample. MSAP records

[2] To differentiate the high minority districts from the low minority districts within the majority white stratum, we computed the median value for proportion white for each size stratum (e.g., large, medium, small) and then computed the weighted average based on total district enrollment. The resulting value was 76.4 percent white.

indicated that through fiscal year (FY) 92, a total of 117 local education agencies had received MSAP funding.[3] More than half of these MSAP grantees would have been included in the sample by virtue of being among the very largest school districts, which were to be included with certainty. The remaining MSAP-funded sites were sampled with certainty from the other size strata.[4] Nonfunded districts were further categorized according to whether or not they had ever applied for MSAP funding. Within each size-by-enrollment composition stratum districts were sampled separately from each category.

■ Sample Selection

Determination of the optimal size for the study sample was based on two considerations: the expected incidence of events of interest in the population, and the degree of precision desired in the estimates to be produced. A target sample size of 600 was selected, as an appropriately stratified sample of that size would permit estimates of the prevalence of magnet programs within a confidence interval of about [+/-] 4.1 percent.

The CCD files, which provided the frame for selecting the sample, contain information on total enrollment (e.g., district size) for each school district in the United States. However, some school districts in the 1989-90 CCD data base (the most current data available at the time the sample was selected) did not report enrollment by race. Thus, it was not possible based on this file alone to classify them according to district race composition. By searching earlier data files from NCES (CCD 1988/89 and 1987/88), the U.S.E.D. Office of Civil Rights (1980-1986), and the Summary Tape File 3F of the Census of

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[3] The New York City Public School District contains a number of Community School Districts (CSDs) and other subdistricts, such as the New York High School Division. These sub-districts apply separately to the MSAP office for funding. Thirteen individual CSDs and the New York High School Division have each received separate funding from MSAP. Thus, although 104 different school districts have received MSAP funds, there has been a total of 117 separate MSAP grantees, 14 of whom are part of the overall New York City Public School District. In order to maintain the distinctions between the 14 New York City MSAP grantees, for sampling purposes New York City was treated at the Community School District level, rather than the overall level.

[4] Project staff explored with MSAP and OCR staff the availability of data regarding ESAA awards for magnet programs. We obtained a 1981 list of grantees that identifies districts receiving ESAA grants for magnet programs during the final ESAA funding cycle (i.e., 1980-81). However, no records of earlier awards were uncovered. As a result, it was not possible to develop a complete picture of ESAA awards for magnet programs.

Population and Housing, 1980 (STF3F), we were able to locate race composition data for the remaining districts.

Table A-1 summarizes the composition of the sampling frame and of the sample selected. The first column of figures is based on the 1989-90 CCD data and represents the distribution of the universe of multischool districts in the United States along the first and second sampling dimensions (district size and district racial-ethnic composition, respectively). The second column of figures presents a similar distribution for the MSAP grantee districts. The third and fourth columns of figures show the sample sizes for non-MSAP districts. The final column shows the target sample sizes for the national survey (unfunded applicants and nonapplicants, respectively).

Target sample sizes for the various strata were determined based on two factors: proportion in the overall population (see column 1), and substantive interest to the study. However, a minimum of 8 districts was selected for each stratum, to ensure that estimates based on that stratum were reliable. Beyond this, sampling thresholds were set to be roughly proportional to the frequency of occurrence in the population. However, some strata were *oversampled* to ensure sufficient cases for analysis. These include the majority white and the majority minority strata, where the greatest potential for desegregation existed and where the majority of magnet programs were likely to be found.

In addition, sampling probabilities for two strata (unfunded applicants in small predominantly white or predominantly minority districts) were set to 0 because these strata together included only three districts. As a result, the sample represents a total of *6,389 multischool districts* nationwide.

In summary, the national survey sample was composed as follows:

- The largest 155 districts were sampled with certainty. This included districts with enrollments of at least 27,750 students.
- All 61 remaining MSAP grantee districts were sampled with certainty.

Table A-1
National Survey Sampling Frame and Target Sample Sizes

Strata	Population	MSAP Funding Status: Funded	Unfunded	Never Applied	Sample Target
LEAs with multischools*	**6,392**	**115**	**99**	**6,178**	**600**
Very Large LEAs (>27,750)	**155**	**54**	**21**	**80**	**155**
Large LEAs (10,000-27,500)	**535**	**36**	**37**	**462**	**195**
predominantly white(≥90% white)	117	0	0	117	26
majority white-lower minority (76.4-89% white)	129	1	2	126	36
majority white-higher minority (50-76.3% white)	154	11	13	130	61
majority minority (10-49% white)	103	21	15	67	56
predominantly minority (<10% white)	32	3	7	22	16
Medium LEAs (5,000-9,000)	**914**	**16**	**24**	**874**	**150**
predominantly white(≥90% white)	362	0	0	362	36
majority white-lower minority (76.4-89% white)	206	3	0	203	27
majority white-higher minority (50-76.3% white)	194	3	13	178	42
majority minority (10-49% white)	125	10	9	106	35
predominantly minority (<10% white)	27	0	2	25	10
Small LEAs (<5,000)	**4,788**	**9**	**17**	**4,762**	**100**
predominantly white(≥90% white)	3,029	1	1	3,027	47
majority white-lower minority (76.4-89% white)	727	0	0	727	13
majority white-higher minority (50-76.3% white)	584	2	5	577	17
majority minority (10-49% white)	353	6	9	338	15
predominantly minority (<10% white)	95	0	2	93	8
LEAs with no grade level served by more than one school	**10,594**	**1**	**6**	**0**	**1**
Non-LEAs	**?**	**1**	**3**	**?**	**1**
Total	**16,986 +?**	**117**	**108**	**6,178+ ?**	**602**

*Includes the 33 New York City Community School Districts and the New York City High School Division as separate districts. Also includes three districts (unfunded applicants that were small predominantly white or minority districts) where sampling probabilities were set to zero, thus effectively excluding them from the population being sampled. Actual number of districts represented by sample is 6,389.

- For each of the remaining strata, districts were stratified by race composition within each size stratum. Medium and large districts, and districts that were either majority white or majority minority, were oversampled, relative to the small or predominantly one-race districts. However, a minimum of eight districts was selected for each cell.

Except as noted below, districts which had no grades offered at more than one school were excluded from the sample.

There were two instances of MSAP grants being awarded to educational agencies not part of the sampling frame. The first was New York CSD #33, which contains only one school; the second was an award to Grambling State University (which operates only a single lab-school). In order to retain the universe of MSAP grantees within the sample, these districts were added to the national sample, resulting in a total of 602 districts being surveyed. These two districts were not considered part of the national probability sample, however, and were not included in analyses resulting in national estimates.

Finally, one of the districts selected for the probability sample turned out to be an intermediate educational agency. It was retained in the sample, as representing other potential intermediate educational agencies in the sampling frame; however, it understandably has missing values for nearly all variables in the file.

■ Case Weights

Case weights were constructed for each of the districts selected for the national sample, reflecting that district's probability of being sampled. Two sets of weights were developed. The first indicates the number of *districts nationwide* (specifically, the number of multischool LEAs) represented by each district in the sample; these weights are used to generalize to the universe of school districts in the country. The second reflects the number of *students nationwide* represented by each district in the sample, and are used to generalize to the universe of students nationwide in multischool districts. These weights were constructed as follows.

District weights. District weights were defined as the reciprocal of the sampling probabilities assigned to each district. Thus, districts selected with certainty were assigned weights of 1.0 (i.e., they represent only themselves in the sample), while a district selected with a probability of 1:4 would have a weight of 4.0 (i.e., it represents four districts within its stratum). District weights ranged from 1.0 to 65.8, with a mean of 10.6. The sum of the weights equals the total number of districts in the universe of multischool districts represented by the sample: 6,389.[5] The largest weights tend to be associated with the small districts (i.e., districts with fewer than 5,000 students), where only 100 of the 4,788 small districts nationwide were selected.

Student weights. To construct student weights, it was necessary to determine the total enrollment for each district in the sample, and for each stratum from which the sample was drawn. For the very large districts sampled with certainty, the student weight equalled the total enrollment for the district (i.e., each district represented its own students but no others). For other districts, student weights were computed by 1) dividing the total enrollment across all districts in the stratum by the number of districts sampled, yielding the average enrollment per district for the stratum, and 2) multiplying that average by the district weight for the stratum. Thus, if the average enrollment per districts in a stratum was 7,500 and each district selected from the stratum had a district weight of 4, then each district would have a student weight of 30,000 (i.e., each selected district would represent 4 * 7,500 students). Student weights ranged from 2,321 to 609,746, with a mean of 58,859. The sum of these weights was 35,315,147, which represents the total number of students nationwide in multischool districts.

The two districts not part of the sampling frame (New York CSD #33 and Grambling State University) were not assigned any case weights, and they are thus excluded from (weighted) analyses intended to generalize to the universe of multischool LEAs.

[5] If all districts in the universe had had a nonzero probability of selection, the sum of the weights would equal 6,392. However, as noted earlier, three small districts (one predominantly white and two predominantly nonwhite) had a zero selection probability.

Magnet Follow-up Survey Sample

The primary purpose of the magnet follow-up survey was to provide the basis for making estimates about the characteristics of the nation's magnet schools and magnet programs. This survey had two components: a district-level survey requesting additional information regarding the district's overall magnet school program, and individual program-level surveys to be completed for each magnet program in the district. The follow-up survey was conducted with a subset of the districts identified in the national survey as having magnet schools.

■ Sampling Frame

The sampling frame for the magnet follow-up survey consisted of the 173 respondents to the national survey as of March 1992 that 1) reported having magnet programs and 2) were among the 600 members of the national survey sampling frame (i.e., Grambling State University and New York CSD #33 were excluded from the follow-up sampling frame).[6]

■ Sample Selection

The follow-up sample of magnet program districts was selected to be representative of the 173 districts in the national sample that reported having magnet programs and therefore generalizable to the universe of districts with magnet programs. In order to maximize the precision of estimates obtained based on the follow-up sample, districts already representing relatively large number of LEAs (i.e., those in the Small LEA and the Never-Applied-for-MSAP Funds strata) were selected with certainty for the follow-up sample. Districts in the other strata (i.e., Medium, Large, and Very Large districts in the MSAP-funded and MSAP-unfunded strata) were selected with probabilities of less than one, with priority given to the large and the very large districts. Sampling probabilities were set to produce a target sample size of 120-125 districts. Within each of the three size strata, MSAP-funded

[6] Subsequent to the selection of the magnet follow-up sample five additional districts were identified as having magnet programs. At the same time, during follow-up data collection it was learned that five of the districts previously identified as having magnets (and thus included in the follow-up sampling frame) did not in fact have magnet programs as defined in this study (specifically, their "magnet" programs did not have desegregation as a specific objective). Thus, the total number of districts with magnets remains 173.

and MSAP-unfunded districts were selected in proportion to the numbers available for selection. Within the resulting size-MSAP categories, districts were selected randomly from the various race-composition strata. A total of 122 districts were so selected; table A-2 summarizes the sampling plan and the numbers of districts available and selected from each stratum for inclusion in the follow-up sample.

After the original sample of 122 was selected, five additional districts identified as being of potential interest for Phase II studies were added to the sample. Three of these districts had received MSAP funding and were of particular interest to the U.S. Department of Education.[7] Two others were added to round out the set of districts with metropolitan desegregation plans. Thus, a total of 127 districts were included in the magnet follow-up sample.

Table A-2
Proposed Sampling Plan for Magnet Follow-up Sample

		Available	Selected
1.	Include *all* non-MSAP (i.e., Never Applied) districts	20	20
2.	Include *all* remaining small districts	8	8
3.	Include 50% of the remaining (i.e., the MSAP-funded and MSAP-unfunded) medium districts		
	MSAP-funded districts	13	8
	MSAP-unfunded districts	13	7
	Total	26	15
4.	Include c. 60% of the remaining (i.e., the MSAP-funded and MSAP-unfunded) large districts		
	MSAP-funded districts	33	20
	MSAP-unfunded districts	19	11
	Total	52	31
5.	Include c. 75% of the remaining (i.e., the MSAP-funded and MSAP-unfunded) very large districts		
	MSAP-funded districts	52	39
	MSAP-unfunded districts	15	11
	Total	67	50
	Total	173	122

[7] One additional MSAP grantee district of particular interest to the Department of Education was also surveyed. It had a well-established program of specialty schools and school choice. However, because it was an almost entirely nonwhite district, desegregation was not an objective, so the program did not meet the definition of magnet programs used in this study. It was excluded from the sampling frame and from analyses of magnet program districts.

■ Case Weights

Follow-up case weights were developed for the follow-up districts to permit estimates about the universe of magnet programs to be generated from responses to the follow-up survey. These weights were obtained by adjusting the national sample case weights (district and student weights) to reflect each district's probability of being selected for the follow-up sample. Districts that were selected with certainty retained their national sample weights, while districts selected with probabilities of less than one were assigned weights equal to their national survey weights multiplied by the reciprocal of the probability of their being selected from the follow-up sampling frame.

Special adjustments were made to take account of the five districts, described above, that were *forced* into the follow-up sample. These districts were considered to have been sampled with certainty, and so retained their national sampling weights. If the follow-up sampling weights of the remaining districts in their strata were modified to reflect this effective sub-stratification. Follow-up case weights were set to zero for five follow-up districts that were found not to have programs that met study criteria for magnet programs.[8] Excluding the values of zero, follow-up district weights ranged from 1 to 11.6, with an overall mean of 1.9. Follow-up student weights ranged from 2,321 to 750,457, with a mean of 64,633.

As part of the follow-up data collection effort, Magnet Program Questionnaires were sent all of the district's magnet programs that had been identified in the national survey. To generalize results derived from these questionnaires to the universe of magnet programs, follow-up district weights were used.[9] Student weights were not calculated for individual Magnet

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[8] During the follow-up survey, we discovered that five districts included in the sampling frame and subsequently selected for the follow-up survey did not meet the study's criteria for being considered *magnet* program districts: the schools they had initially calledd magnets didnot have desegregation as a specific objective. A case weight of zero causes the case to be excluded from analyses in which the case weight is invoked. Documentation accompanying the study's data files provides analysts with details on the identification and handling of these cases.

[9] There was one exception to the general rule that follow-up district weights were used to generalize responses from the magnet program questionnaires to the universe of magnet programs. One district reported having 370 magnet programs. Since the anticipated burden of completing a questionnaire for each of these programs was felt to be excessive, we randomly selected 56 programs (a 15 percent subsample) for questionnaire administration. To take account

Program Questionnaires. Specialized program weights that were used in some analyses of program characteristics will be discussed in Section III.

Data and Data Collection

Phase I of the study of Magnet Schools and Issues of Public School Desegregation, Quality, and Choice involved administration of three survey instruments:

- National Survey of School of School Districts
- Follow-up Survey of Desegregation Techniques and Magnet Program Implementation
- Magnet Program Questionnaires

In addition, data about school enrollments were extracted from the Common Core of Data (CCD) Nonfiscal Survey Files maintained by the National Center for Education Statistics, and data about MSAP awards and grantees were abstracted from program office records. Procedures for collecting these data are discussed below.

National Survey Data

The national survey sought information on the prevalence of magnet school programs, desegregation plans, and other specialty schools and programs of choice in multischool districts nationwide. Data were collected primarily over the telephone, using a computer-assisted telephone interviewing (CATI) system; a copy of the data collection schedule is provided in Appendix C. Prior to collecting the survey data, we contacted the Chief State School Officer in each state to notify him or her of the study and of the districts that we would be asking to participate.

Data collection began in December 1991 and continued through the end of February 1992. Most responses to the national survey were obtained by telephone, although some districts elected to complete the survey form and return it by mail. National survey data were obtained from 93.7 percent of

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of this subsampling, the follow-up weight for responses from this district's questionnaires was multiplied by 6.61 (i.e., 370/56).

the districts in the sample. Of those districts that responded to the survey, 57.1 percent completed the entire interview and provided the requested materials (e.g., enrollment data, magnet program brochures); 24.4 percent completed the interview but did not send the requested materials; and 12.1 percent refused to complete the entire survey but provided information to selected key questions (i.e., Does your district have any magnet schools? Does your district operate under a board-authorized or court-ordered desegregation plan? Does your district offer any nondesegregation specialty schools? Does your district operate a district-wide or participate in an interdistrict school choice program?). In general, school district staff at all levels were very cooperative. Only 1.3 percent of the districts explicitly refused to participate in the study and only 5.0 percent passively refused to participate (i.e., neither explicitly refused nor provided any relevant data).

Follow-Up Survey

The follow-up survey sought to obtain more detailed information on districts' magnet schools and magnet programs, as well as additional information regarding their desegregation plans and how MSAP funds were used. As with the national survey, follow-up survey data were obtained primarily through CATI procedures. A copy of the follow-up survey instrument is provided in Appendix C.

Telephone data collection began during the last week of March 1992 and ended during the first week of May 1992. Of the 127 magnet districts in the follow-up survey sample, 90.9 percent of the school districts provided information—85.7 percent were complete interviews and 5.2 percent were partially completed interviews. Only 2.6 percent of the districts were explicit refusals and 6.5 percent were passive refusals.

Magnet Program Questionnaires

The magnet program questionnaires were administered in conjunction with the follow-up survey; a copy of this questionnaire is also provided in Appendix C. Based on the national survey data, we estimated a total (unweighted) of 2,242 magnet programs in the districts included in the follow-up survey. With the exception of one district, a separate survey form was requested for *each* of the magnet programs offered in these districts. As

noted previously, in one district, which had 370 magnet programs, we felt that completing a separate survey form for each magnet program would place great a burden on the district. Therefore, a random sample of 15 percent (56) of the programs in this district was selected. In all, magnet program questionnaires were requested for 1928 magnet programs.

In most cases, magnet program questionnaires were included in the mailout package for the follow-up survey, and data collection was coordinated by the district representative. In other cases AIR mailed the questionnaires directly to the magnet programs. A total of 1,147 (59.5 percent) were returned—an extraordinarily high response rate for a mail survey.

District Enrollment Data File

Enrollment data for the schools in the 600 national survey sample districts were extracted from the Common Core of Data (CCD) Nonfiscal Survey Files for the 1990-91 school year. The CCD file reports the enrollments of each of the nation's public schools by grade level and, in most cases, by five ethnic categories. Data from the enrollment file could be matched to districts and schools in the sample by means of the LEA and school identification codes common to the national and AIR-generated data bases.[10] The 1990 enrollment file, alone and in combination with AIR-generated files, provided the basis for many estimates used in the study, including proportions of white and minority enrollment in districts and in particular schools, numbers of schools per district, and percentages of schools that operated magnet programs.

Magnet Schools Assistance Program (MSAP) Data

Listings of MSAP applicants and grantees for each of the four grant cycles (FY 85, FY 87, FY 89, and FY 91) were provided by the MSAP Program Office, along with information about the amounts awarded to each grantee. This information was combined into a single data base for use in constructing the sampling strata as well as in analyses.

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[10] In a very few instances, linkages between the 1990 enrollment file and magnet program questionnaires were impossible, either because a new school had opened after the completion of the 1990 file, or because some magnet programs names differed from the names of their host school.

Data Cleaning and File Preparation

National survey data were entered directly through AIR's CATI system. This system automatically performed "allowed-value" checks and would not permit the entry of out-of-range data. For example, "yes/no" items were restricted to yes or no[11] responses; numeric responses were restricted to a reasonable range of values.

Both the national and follow-up survey data files were also checked for internal consistency, improbable response patterns, and appropriate branching patterns. Whenever possible, improbable responses were checked against other documents provided by the respondent. In several cases, respondents were recontacted to resolve discrepancies.

Analysis Issues and Procedures

Survey and enrollment data were used to generate estimates of the nationwide prevalence of magnet school programs, desegregation plans, and nonmagnet specialty schools and programs of choice, of the characteristics of magnet schools and magnet programs, and of the impact of the Magnet Schools Assistance Program on the development and implementation of magnet schools. In performing analyses based on these data, consideration needs to be given to the appropriate use of case weights, potential biases due to nonresponse and missing data, and the appropriate computation of statistical tests.

Use of Case Weights in Analyses

In order to generalize from the survey samples to the universe of multischool districts nationwide, case weights were used in computing statistics and performing analyses. Case weights indicate the number of districts in the universe of multischool districts that each district in the sample represents; by

[11] "Yes/No" items actually allowed response codes for "Don't know," "Refused," and "Inapplicable."

multiplying the data for each sample district by its case weight, one can generate estimates for the universe.

As described in Section I above, case weights were computed for the national survey data, the follow-up survey data, and the magnet program questionnaire data. The particular weight used for a given analysis was determined based on the source of the data being examined.

National and follow-up survey case weights are of two types:

> *District weights* allow for generalizing to the universe of multischool districts nationwide. For example, if a district with a district case weight of 50 reported having a magnet school program, this district would represent a total of 50 districts with magnet programs nationwide when computing national estimates. Similarly, if this districts' magnet school program included 1 Arts magnet and 2 Math-Science magnets, these programs would represent 50 Arts magnets and 100 Math-Science magnets nationwide.
>
> *Student weights* allow for generalizing to the universe of students in multischool districts nationwide. If the above district had a student case weight of 3,000, it would represent 3,000 students in districts with magnet programs nationwide.

District weights give equal weight to districts of varying size, while student weights assign differential emphasis to the larger districts. Thus, it may be that a relatively small proportion of school districts nationwide offer a particular type of program, but if they are the larger districts, a majority of students nationwide may be affected. Where appropriate, results are presented using both district and student weights.

For the *magnet program questionnaire* data, only district-level weights are provided. Thus, in the district described above with a district weight of 50, if 2 of the 3 magnet programs reported that they maintained waiting lists, these 2 programs would represent a total of 100 programs nationwide with waiting lists.

Two special adjustments, however, were made to the magnet program questionnaire weights—one to take into account the extent of nonresponse to the magnet program survey, and one to allow for linking data from the magnet program surveys to the data on individual magnet programs provided in the national survey. These are described in the following sections.

Potential Bias Due to Nonresponse and Missing Data

Survey data were analyzed to assess the extent of nonresponse and the extent to which respondents were similar to the samples. As is discussed below, survey nonresponse bias was found to be major concern only in the case of the magnet program questionnaires. Results of these analyses and their implications for nonresponse bias follow.

■ National Survey Response

National survey were sought from a stratified random sample of 600 multischool districts. The number of respondents providing answers to at least the survey's key questions and the number responding to (nearly) all items are summarized in the table A-3. In addition to showing overall response, response rates are provided separately for two of the sample stratification dimensions: district size and district racial composition. In addition, the degree of survey response by region is shown, as an indicator of potential nonresponse bias with respect to a nonstratification variable.

Response rates were very good for nearly all strata: in all but three strata, response rates to key questions exceeded 90 percent. The stratum with the lowest response rate (districts with < 10 percent white enrollment) represents districts where there were few magnets. So, generalizing results from this sample to the universe of multischool districts without adjusting for nonresponse should not be expected to strongly bias findings.

■ Follow-up Survey and Magnet Program Questionnaire Response

Follow-up survey and magnet program questionnaire data were sought from 127 of the 173 districts identified as having magnet schools. Since the major purpose of this survey was to generalize to the universe of districts with magnets (and to the universe of magnet school programs), response rates for

Table A-3
Response Rates, by Strata, to the National Survey

Stratum	Sample	Responded to Key Questions		Responded to All Questions	
		Number	Rate	Number	Rate
Region					
Northeast	78	64	82%	54	69%
Central	119	116	97%	99	83%
Southeast	211	192	91%	169	80%
West	192	182	95%	143	74%
Size					
Very Large	155	150	97%	134	86%
Large	195	172	88%	138	71%
Medium	150	137	91%	118	86%
Small	100	95	95%	75	75%
% White					
≥ 90%	117	107	91%	86	73%
76.4-89%	104	98	94%	74	71%
50-76.3%	169	158	93%	141	83%
10-49%	163	155	95%	133	81%
< 10%	47	36	77%	31	66%
Total	600	554	92%	465	78%

these 127 magnet districts were determined to assess nonresponse bias. The numbers of districts in this subsample responding to the follow-up survey and completing magnet program questionnaires are summarized in table A-4.

Response rates for the follow-up survey were good for nearly all strata. With the exception of the small districts, the nearly all white district, and the nearly all minority districts—districts which contain few magnets—response rates always exceeded 80 percent. As with the national survey data, generalizations to the universe of districts with magnets and to the universe of magnet programs are not expected to be strongly biased.

Table A-4
Response Rates, by Strata, to the Follow-Up Survey (Magnet Subsample)

Stratum	Sample	Responded to Follow-Up Survey		Responded to Magnet Program Questionnaire	
		Number	Rate	Number	Rate
Region					
Northeast	16	13	81%	12	75%
Central	26	23	88%	22	85%
Southeast	46	42	91%	34	74%
West	39	35	92%	35	90%
Size					
Very Large	60	55	92%	54	80%
Large	39	34	87%	29	74%
Medium	17	16	94%	13	76%
Small	11	8	73%	7	64%
% White					
$\geq$ 90%	1	0	0%	0	0%
76.4-89%	6	5	83%	5	83%
50-76.3%	44	40	91%	35	80%
10-49%	70	64	91%	58	83%
< 10%	6	4	57%	5	83%
Total	127	113	89%	103	81%

Response rates for the Magnet Program Questionnaire, with respect to the number of districts returning at least one questionnaire, were almost as good. However, in absolute terms, the response rate for the magnet program questionnaire was much lower.

Magnet program questionnaire data were requested for 1,928 of the 2,242 magnet programs identified in these districts.[12] A total of 1,147 questionnaires were returned, resulting in an overall response rate of 59.5 percent. In order to generalize from the 1147 magnet program questionnaire responses to the universe of magnet programs, it was necessary to adjust each program's follow-up district weight to take account of nonresponse to the magnet program survey. Further adjustments were necessary to link data from the magnet program questionnaires to the data on individual magnet programs provided in the national survey.

■ Nonresponse Adjustments

There was sufficient variation in magnet program questionnaire response rates among sampling strata to warrant the calculation of the nonresponse adjustment factor by stratum. Within-stratum nonresponse adjustments, NRAdj, were estimated using

$$NRAdj = \frac{\Sigma(Wt_i * LEA\text{-}Act)}{\Sigma(Wt_i * LEA\text{-}Pot)}$$

where Wt_i is the follow-up district weight of the district in which the program was located, LEA-Act is the number of magnet program questionnaires actually completed by the district, and LEA-Pot is the estimated number of potential magnet program questionnaire respondents for the district. LEA-Pot was estimated as the larger of 1) the total number of potential magnet program questionnaire respondents derived from the national survey lists and magnet program questionnaire returns or 2) the total number of magnet schools reported by the district in the national survey.[13] Table A-5 summarizes the counts that formed the basis for the nonresponse

[12] As described previously, questionnaire data were sought for only 56 of the 370 magnet programs in one district.

[13] Seventy-two magnet program questionnaires could not be matched to national survey program descriptions, in most cases because questionnaires were sent to the district based on information other than a program list. Therefore, the total number of potential magnet program questionnaire respondents identified by the combination of the returned questionnaires and the program lists was larger than the number identified by the national survey alone.

Table A-5
Magnet Program Questionnaire Nonresponse Adjustment Factors

Stratum	Potential Resp.	Resp.	Adjusted Potential Resp.	Adjusted Resp.	Nonresponse adj. factor
Very Large districts	1539	880	2273	1175	1.93
Large districts					
> 90% white	--	--	--	--	--
76.4-89% white	4	1	4	1	4.00
50-76.3% white	165	98	290	166	1.75
10-49% white	186	111	307	183	1.64
< 10% white	6	6	10	10	1.00
Medium districts					
> 90% white	--	--	--	--	--
76.4-89% white	4	3	14	12	1.15
50-76.3% white	18	5	85	10	8.57
10-49% white	40	25	90	62	1.45
<10% white	--	--	--	--	--
Small districts					
> 90% white	--	--	--	--	--
76.4-89% white	--	--	--	--	--
50-76.3% white	5	2	10	2	4.75
10-49% white	17	15	65	55	1.18
< 10% white	1	1	12	12	1.00

adjustments for the 1147 magnet program questionnaire responses. The nonresponse-adjusted case weight for each program was the product of the district follow-up weight and the relevant stratum nonresponse adjustment. The case weight for the magnet program questionnaires from the one district in which 56 out of 370 identified magnet progoram questionnaires were surveyed was further adjusted by a factor of 6.61 to compensate for the within-district sampling.

Program Questionnaire Linkage Adjustments

Many analyses in the study used the subset of 1075 magnet programs that had both magnet program questionnaire data (e.g., magnet program structure) and data from the national survey (e.g., magnet theme and grades served). Table A-6 summarizes the numbers of magnet program questionnaire respondents that did and did not have "linked" national survey data.

To allow generalization from these 1075 cases to the universe of magnet programs, a further adjustment to the case weight was necessary. Because there was some variation in linkage rates by programs with different structures as well as within sampling strata, the adjustment for "linkage" was calculated separately for each stratum-by-program structure group, as summarized in Table A-7. The case weights for analysesinvolving this linked subsample were the product of the nonresponse-adjusted follow-up weights and the linkage adjustment factors for each magnet program.

Computation of Statistical Tests

Survey data were employed to:

(1) estimate the prevalence of different magnet programs, desegregation plans, and programs of choice,

(2) describe the characteristics of these programs,

(3) determine the association between school district characteristics (such as location, size and type of community served, racial composition, and socioeconomic status) and program and plan characteristics,

(4) compare groups of analytic interest (such as MSAP-funded versus not funded; whole school magnets versus program within school (PWS) magnets; and elementary versus secondary school programs).

In working with complex samples involving uneven case weights, it is necessary to make some adjustments in performing tests of statistical

Table A-6
Magnet Program Questionnaire Linkage to National Survey Data, By Sampling Strata

Stratum	With Linked Data	Without Linked Data	Total
Very Large districts	820	60	880
Large districts			
> 90% white	0	0	0
76.4-89% white	1	0	1
50-76.3% white	97	1	98
10-49% white	105	6	111
< 10% white	6	0	6
Medium districts			
> 90% white	0	0	0
76.4-89% white	3	0	3
50-76.3% white	5	0	5
10-49% white	25	0	25
<10% white	0	0	0
Small districts			
> 90% white	0	0	0
76.4-89% white	0	0	0
50-76.3% white	2	0	2
10-49% white	10	5	15
< 10% white	1	0	1
Total	1075	72	1147

significance.[14] Although the tests of statistical significance (e.g., t-tests) are calculated in the traditional manner, it is necessary to calculate a new, "equivalent" sample size.

[14] Pothoff, R., Woodbury, M., and Manton, K. (1992), "Equivalent Sample Size" and "Equivalent Degrees of Freedom" Refinements for Inference Using Survey Weights Under Superpopulation Models *Journal of the American Statistical Association, 87,* 383-396.

Table A-7
Magnet Program Questionnaire Linkage Adjustment Factors

	Magnet Program Structure					
	Program Within School			Whole School-Attendance Zone		
Strata	Pot. Resp.	Act. Resp.	Adj.	Pot. Resp.	Act. Resp.	Adj.
Very Large districts	345	306	1.13	199	191	1.03
Large districts						
> 90% white	-	-	-	-	-	-
76.4-89% white	1	1	1.00	-	-	-
50-76.3% white	35	35	1.00	26	25	1.04
10-49% white	28	24	1.17	52	50	1.04
< 10% white	6	6	1.00	-	-	-
Medium districts						
> 90% white	-	-	-	-	-	-
76.4-89% white	-	-	-	1	1	1.00
50-76.3% white	1	1	1.00	2	2	1.00
10-49% white	5	5	1.00	8	8	1.00
<10% white	-	-	-	-	-	-
Small districts						
> 90% white	-	-	-	-	-	-
76.4-89% white	-	-	-	-	-	-
50-76.3% white	2	2	1.00	-	-	-
10-49% white	5	0	-	1	1	1.00
< 10% white	1	1	1.00	-	-	-
Total	429	381		287	278	

(continued)

Table A-7 (continued)
Magnet Program Questionnaire Linkage Adjustment Factors

	Magnet Program Structure					
	Whole School-Dedicated			Unknown		
Strata	Pot. Resp.	Act. Resp.	Adj.	Pot. Resp.	Act. Resp.	Adj.
Very Large districts	284	270	1.05	54	53	1.02
Large districts						
> 90% white	-	-	-	-	-	-
76.4-89% white	-	-	-	-	-	-
50-76.3% white	35	35	1.00	2	2	1.00
10-49% white	30	30	1.00	1	1	1.00
< 10% white	-	-	-	-	-	-
Medium districts						
> 90% white	-	-	-	-	-	-
76.4-89% white	2	2	1.00	-	-	-
50-76.3% white	2	2	1.00	-	-	-
10-49% white	11	11	1.00	1	1	1.00
< 10% white	-	-	-	-	-	-
Small districts						
> 90% white	-	-	-	-	-	-
76.4-89% white	-	-	-	-	-	-
50-76.3% white	-	-	-	-	-	-
10-49% white	9	9	1.00	-	-	-
< 10% white	-	-	-	-	-	-
Total	373	359		58	57	

The equivalent sample size is computed based on the case weights, as follows:

$$N_{eq} = \frac{(\Sigma Wt)^2}{\Sigma(Wt^2)}$$

Following are the raw, weighted, and equivalent sample sizes calculated for the national and follow-up survey samples, based on (1) district weights and (2) student weights.

Table A-8
Equivalent Sample Sizes for National and Follow-Up Samples

	Districts	Students
National Sample		
Raw N (1989)	600	14,399,603
Weighted N	6,389	35,315,147
Equivalent N	140.6	361.4
Follow-Up Sample		
Raw N	125	5,959,770
Weighted N	234.6	8,079,120
Equivalent N	73.0	41.8

In order to take equivalent size into account in tests of statistical significance, a correction factor must be computed, as follows:

$$\text{Correction Factor} = \text{square root of } (N_{eq}/N_{raw})$$

In t-tests, the resulting t-values are then multiplied by this correction factor.

Table A-9 lists the correction factors for the national and follow-up samples. The table also shows the t-values associated with the .05 level of significance for each of the samples.

Table A-9
Correction Factors and t-Statistics for Analysis Samples

	Districts		Students	
	Correction Factor	t (.05)	Correction Factor	t (.05)
National Sample	.484		.776	
Follow-up Sample	.763		.579	

Many of the descriptive analyses, however, did not involve t-tests of differences between groups. Rather, they involved examining the distributions of school districts or magnet schools and programs across various dimensions, including region and district size, race composition, and poverty level. The concern here was to determine whether variation along one dimension (e.g., district size) was independent of variation along the other dimensions. To address this question, we performed analyses of covariance, simultaneously adjusting for each of the classification dimensions and examined the significance of differences along each dimension holding the others constant.

APPENDIX B

Detailed Tables

Table II-1
PROPORTIONS OF MULTISCHOOL DISTRICTS WITH
MAGNET SCHOOL PROGRAMS AND DESEGREGATION PLANS
(WEIGHTED UP TO DISTRICTS)

	All Districts	
	N	Percent
Magnets		
Magnets	230	3.9%
No Magnets	5,633	96.0%
Total Responding	5,863	100.0%
Desegregation Plans		
Desegregation Plans	672	11.4%
No Desegregation Plans	5,174	88.5%
Total Responding	5,846	100.0%

Table II-2
PROPORTIONS OF MULTISCHOOL DISTRICTS WITH
MAGNET SCHOOL PROGRAMS AND DESEGREGATION PLANS
(WEIGHTED UP TO STUDENTS IN 1000s)

	All Districts	
	N	Percent
Magnets		
Magnets	7,757	23.7%
No Magnets	24,961	76.2%
Total Responding	32,718	100.0%
Desegregation Plans		
Desegregation Plans	10,379	32.0%
No Desegregation Plans	21,998	67.9%
Total Responding	32,377	100.0%

Table II-3
PROPORTIONS OF DESEGREGATION PLAN DISTRICTS
HAVING MAGNET SCHOOL PROGRAMS
(WEIGHTED UP TO DISTRICTS)

	Magnets		No Magnets		Number of Districts Responding
	N	Percent	N	Percent	
Desegregation Plan Status					
Current Plan	194	28.9%	473	70.4%	668
Former Plan	11	4.2%	249	95.8%	260
Never Plan	22	0.5%	4,901	99.5%	4,924
Total N	228		5,624		5,852

% with Magnets only = 33 ÷ 5,852 = 0.6%
% with Magnets and Desegregation Plans = 194 ÷ 5,852 = 3.3%
% with Desegregation Plans only = 473 ÷ 5,852 = 8.1%

Table II-4
PROPORTIONS OF DESEGREGATION PLAN DISTRICTS
HAVING MAGNET SCHOOL PROGRAMS
(WEIGHTED UP TO STUDENTS IN 1000s)

	Magnets		No Magnets		Number of Districts Responding
	N	Percent	N	Percent	
Desegregation Plan Status					
Current Plan	6,693	64.9%	3,622	35.1%	10,316
Former Plan	360	17.2%	1,729	82.8%	2,089
Never Plan	508	2.5%	19,471	97.5%	19,978
Total N	7,561		24,822		32,383

% with Magnets only = 868 ÷ 32,383 = 2.7%
% with Magnets and Desegregation Plans = 6,693 ÷ 32,383 = 20.7%
% with Desegregation Plans only = 3,622 ÷ 32,383 = 11.2%

Table II-5
PREVALENCE OF MAGNET SCHOOLS AND DESEGREGATION PLANS AMONG MULTISCHOOL DISTRICTS NATIONWIDE, BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO DISTRICTS)

	Magnet Schools		Desegregation Plans	
	N	Percent	N	Percent
Region				
Northeast	1,244	5.1%	1,242	6.7%
Central	2,064	2.1%	2,057	5.1%
Southeast	908	5.6%	899	34.5%
West	1,648	4.2%	1,648	10.4%
Size/Area				
<5,000	4,421	0.6%	4,421	5.8%
Rural	320	1.2%	320	14.7%
Suburb 5-10,000	317	4.8%	307	17.4%
Suburb >10,000	237	8.6%	237	21.3%
Urban 5-10,000	139	21.9%	139	42.1%
Urban >10,000	230	53.3%	227	59.1%
Unknown	198	3.7%	194	34.5%
Race Composition				
76-100% White	4,189	0.5%	4,175	2.3%
50-75% White	902	8.5%	902	34.9%
0-49% White	772	16.8%	769	33.5%
% Low Income				
<25% Low Income	1,993	1.1%	1,978	2.1%
25-50% Low Income	1,667	5.1%	1,667	13.1%
>50% Low Income	694	12.3%	693	40.5%
Unknown	1,509	2.3%	1,508	8.4%
All Districts	5,863	3.9%	5,846	11.4%

Table II-6
PREVALENCE OF MAGNET SCHOOLS AND DESEGREGATION PLANS AMONG MULTISCHOOL DISTRICTS NATIONWIDE, BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO STUDENTS IN 1000s)

	Magnet Schools		Desegregation Plans	
	N	Percent	N	Percent
Region				
Northeast	5,488	26.7%	5,449	25.4%
Central	8,065	19.6%	7,884	25.7%
Southeast	8,291	27.2%	8,170	49.6%
West	10,874	22.4%	10,874	26.7%
Size/Area				
<5,000	9,860	0.8%	9,860	6.7%
Rural	2,933	1.5%	2,933	15.3%
Suburb 5-10,000	2,194	4.8%	2,125	17.5%
Suburb >10,000	5,445	19.0%	5,445	30.0%
Urban 5-10,000	981	23.2%	981	42.8%
Urban >10,000	8,881	68.3%	8,667	69.2%
Unknown	2,424	7.3%	2,367	35.1%
Race Composition				
76-100% White	15,755	2.5%	15,629	8.3%
50-75% White	7,560	29.3%	7,560	52.3%
0-49% White	9,402	54.6%	9,188	55.6%
% Low Income				
<25% Low Income	9,134	5.1%	9,000	8.6%
25-50% Low Income	10,136	28.9%	10,136	41.0%
>50% Low Income	6,631	54.6%	6,456	58.1%
Unknown	6,818	10.7%	6,786	24.9%
All Districts	32,718	23.7%	32,377	32.0%

Table II-7
DISTRIBUTION OF DISTRICTS WITH MAGNET SCHOOLS AND DESEGREGATION PLANS, BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO DISTRICTS)

	Magnet Schools	Desegregation Plans	All Multischool Districts
Region			
Northeast	27.8%	12.4%	21.8%
Central	19.5%	15.6%	34.6%
Southeast	22.2%	46.2%	14.7%
West	30.3%	25.7%	28.8%
Size/Area			
<5,000	12.6%	38.7%	74.8%
Rural	1.7%	7.0%	5.0%
Suburb 5-10,000	6.7%	7.9%	4.9%
Suburb >10,000	8.9%	7.5%	3.7%
Urban 5-10,000	13.2%	8.7%	2.1%
Urban >10,000	53.5%	20.0%	3.6%
Unknown	3.1%	9.9%	5.6%
Race Composition			
76-100% White	10.0%	14.6%	72.0%
50-75% White	33.4%	46.9%	15.3%
0-49% White	56.5%	38.3%	12.5%
% Low Income			
<25% Low Income	10.1%	6.4%	31.3%
25-50% Low Income	36.9%	32.6%	26.0%
>50% Low Income	37.2%	41.8%	10.8%
Unknown	15.5%	19.0%	31.7%
Total N	230	672	6,389

Table II-8
DISTRIBUTION OF DISTRICTS WITH MAGNET SCHOOLS AND DESEGREGATION PLANS, BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO STUDENTS IN 1000s)

	Magnet Schools	Desegregation Plans	All Multischool Districts
Region			
Northeast	18.9%	13.3%	18.4%
Central	20.4%	19.5%	24.0%
Southeast	29.1%	39.0%	24.7%
West	31.5%	28.0%	32.7%
Size/Area			
<5,000	1.1%	6.4%	30.1%
Rural	0.5%	4.3%	8.3%
Suburb 5-10,000	1.3%	3.5%	6.2%
Suburb >10,000	13.4%	15.7%	15.4%
Urban 5-10,000	2.9%	4.0%	2.7%
Urban >10,000	78.2%	57.8%	25.1%
Unknown	2.3%	8.0%	11.9%
Race Composition			
76-100% White	5.2%	12.6%	48.9%
50-75% White	28.6%	38.1%	22.9%
0-49% White	66.1%	49.2%	28.1%
% Low Income			
<25% Low Income	6.0%	7.4%	26.0%
25-50% Low Income	37.7%	40.0%	28.7%
>50% Low Income	46.7%	36.1%	18.7%
Unknown	9.4%	16.2%	26.4%
Total N	7,757	10,379	35,315

Table III-1
MAGNET PROGRAM DELIVERY SYSTEMS, BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO DISTRICTS; ADJUSTED FOR NONRESPONSE BIAS)

	Type of Magnet Program				
	Whole School-Attendance Zone	Whole School-Dedicated	Program within School	Unknown	All Programs
Region					
Northeast	14.4%	12.0%	13.2%	0.0%	12.5%
Central	21.6%	51.4%	27.2%	87.2%	36.0%
Southeast	33.1%	18.7%	24.4%	9.3%	24.1%
West	30.7%	17.8%	34.9%	3.3%	27.1%
Size/Area					
<5,000	1.0%	1.0%	6.0%	0.0%	2.7%
Rural	1.7%	1.6%	9.0%	0.0%	1.3%
Suburb 5-10,000	1.2%	0.0%	0.0%	0.0%	3.0%
Suburb >10,000	7.8%	3.9%	6.4%	0.0%	5.7%
Urban 5-10,000	5.6%	6.7%	2.9%	2.2%	4.7%
Urban >10,000	83.4%	86.5%	83.6%	97.7%	85.1%
Race Composition					
76-100% White	1.5%	6.0%	1.4%	0.0%	1.1%
50-75% White	30.2%	22.8%	21.8%	90.6%	27.3%
0-49% White	68.2%	76.4%	76.6%	9.3%	71.5%
% Low Income					
<25% Low Income	6.9%	6.3%	7.4%	3.7%	6.8%
25-50% Low Income	35.4%	26.2%	33.7%	94.2%	34.4%
>50% Low Income	54.4%	66.6%	53.1%	1.9%	55.4%
Unknown	3.1%	7.0%	5.6%	0.0%	3.2%
Total N	796	997	1,238	140	3,171
Total Percent of all Magnets	25.1%	31.4%	39.0%	4.4%	100.0%

Table III-2
DISTRIBUTION OF MAGNET PROGRAMS, BY GRADE LEVEL AND PROGRAM THEME
(WEIGHTED UP TO DISTRICTS; ADJUSTED FOR LINKAGE AND NONRESPONSE BIAS)

	Grade Level					
	Elementary	Middle	Secondary	Combined	Missing	Overall
Approach	33.5%	20.5%	12.4%	25.4%	100.0%	26.5%
Arts	9.9%	13.1%	8.4%	19.7%	0.5%	11.2%
Gifted and Talented	12.1%	13.7%	11.0%	7.0%	0.0%	11.5%
Subject Matter	38.2%	40.4%	26.1%	45.8%	0.0%	36.9%
Vocational Training	6.3%	12.5%	41.8%	2.1%	0.0%	13.9%
Total N	1,661	472	631	350	5	3,118
Percent of all Magnets	53.3%	15.2%	20.2%	11.2%	0.2%	100%

Table III-3
GRADE LEVELS SERVED BY PROGRAM DELIVERY SYSTEMS
(WEIGHTED UP TO DISTRICTS; ADJUSTED FOR LINKAGE AND NONRESPONSE BIAS)

	Grade Level					
	Elementary	Middle	Secondary	Combined	Missing	Overall
Type of Magnet Program						
Whole School-Attendance Zone	35.9%	28.3%	2.8%	14.4%	0.0%	25.6%
Whole School-Dedicated	30.9%	29.7%	27.1%	49.3%	58.6%	32.1%
Program within School	26.7%	41.5%	69.2%	29.4%	41.4%	37.9%
Unknown	6.5%	0.5%	0.8%	6.9%	0.0%	4.5%
Total N	1,661	472	631	350	5	3,118

Table III-4
PROGRAM THEMES, BY PROGRAM DELIVERY SYSTEMS
(WEIGHTED UP TO DISTRICTS; ADJUSTED FOR LINKAGE AND NONRESPONSE BIAS)

	Magnet Program Theme					Overall
	Instructional Approach	Arts	Gifted and Talented	Subject Matter	Vocational Training	
Type of Magnet Program						
Whole School-Attendance Zone	21.9%	33.7%	20.0%	30.0%	18.9%	25.6%
Whole School-Dedicated	36.9%	31.0%	24.9%	32.6%	28.2%	32.1%
Program within School	27.4%	32.2%	55.1%	36.6%	51.7%	37.9%
Unknown	13.9%	3.1%	0.0%	.8%	1.2%	4.5%
Total N	826	349	359	1,149	435	3,118

Table III-5
OUTREACH STRATEGIES USED BY MAGNET DISTRICTS
(WEIGHTED UP TO DISTRICTS)

	All Magnet Districts	
	N	Percent of Respondents
Brochures	145	91.6%
Information distributed to all students	150	94.7%
Information distributed to parents who request it	136	85.8%
Information distributed to all parents	62	39.4%
Presentations	111	70.4%
Visits to program, without transportation provided	125	79.2%
Visits to program, with transportation provided	51	32.0%
Media advertisements	101	63.9%
Other	57	35.9%

Table III-6
MINORITY STUDENT ENROLLMENT IN MAGNET PROGRAMS, BY TYPE OF PROGRAM AND DISTRICT RACIAL COMPOSITION

	Total	White-Dominant Districts (748 programs)		Minority-Dominant Districts (1,669 programs)	
	N	Percent of Total Programs	Average Percent Minority Enrollment	Percent of Total Programs	Average Percent Minority Enrollment
Type of Magnet Program					
PWS-Only	985	23%	43%	77%	66%
Whole School-Attendance Zone	626	35%	49%	65%	74%
Whole School-Dedicated	696	30%	42%	70%	65%
Unknown	111	88%	54%	12%	59%
All Magnet Programs	2,418	31%	46%	69%	68%
District Overall	-	-	31%	-	80%

Table III-7
MEAN DIFFERENCES BETWEEN PROGRAM AND DISTRICT IN PERCENT FREE OR REDUCED LUNCH ENROLLMENT, BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO DISTRICTS)

	N	Mean Percent Free or Reduced Price Lunch Enrollment		
		Program	District	Difference (Program - District)
Region				
Northeast	359	38.9	43.6	-4.7
Central	1,109	52.8	59.0	-6.3
Southeast	715	43.0	44.9	-2.0
West	741	45.1	49.3	-4.2
Size/Area				
<5,000	65	52.0	30.3	21.8
Rural	42	61.7	58.8	2.9
Suburb >10,000	162	20.8	37.0	-16.2
Urban 5-10,000	149	44.4	45.8	-1.5
Urban >10,000	2,506	48.2	52.9	-4.7
Race Composition				
76-100% White	22	26.4	21.5	4.9
50-75% White	821	44.4	41.0	3.4
0-49% White	2,082	47.9	55.6	-7.7
% Low Income				
<25% Low Income	193	28.3	18.6	9.8
25-50% Low Income	1,014	41.4	42.1	-0.7
>50% Low Income	1,669	52.2	62.0	-10.0
Unknown	48	44.5	0.0	44.5
Total	2,924	46.7	51.2	-4.5

Table III-8
MEAN DIFFERENCES BETWEEN PROGRAM AND DISTRICT IN PERCENT LEP/NEP ENROLLMENT, BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO DISTRICTS; ADJUSTED FOR NONRESPONSE BIAS)

	N	Mean Percent LEP/NEP Enrollment		
		Program	District	Difference (Program - District)
Region				
Northeast	381	4.7	10.3	-5.6
Central	1,004	6.9	4.3	2.6
Southeast	709	3.7	6.2	-2.5
West	788	12.6	22.9	-10.3
Size/Area				
<5,000	75	4.0	1.4	2.5
Rural	39	3.4	5.2	-1.8
Suburb 5-10,000	10	19.0	8.0	11.0
Suburb >10,000	165	1.8	9.6	-7.7
Urban 5-10,000	136	1.3	5.4	-4.1
Urban >10,000	2,457	8.2	11.4	-3.2
Race Composition				
76-100% White	37	6.0	3.3	2.7
50-75% White	708	5.6	6.5	-1.0
0-49% White	2,137	8.0	12.1	-4.1
% Low Income				
<25% Low Income	211	8.0	9.4	-1.3
25-50% Low Income	926	6.8	12.6	-5.8
>50% Low Income	1,669	7.9	10.1	-2.2
Unknown	77	3.1	3.3	-0.2
Total	2,882	7.4	10.6	-3.2

Table III-9
MEAN DIFFERENCES BETWEEN PROGRAM AND DISTRICT IN PERCENT SPECIAL EDUCATION ENROLLMENT, BY REGION AND DISTRICT CHARACTERISTICS (WEIGHTED UP TO DISTRICTS; ADJUSTED FOR NONRESPONSE BIAS)

	N	Mean Percent Special Education Enrollment		
		Program	District	Difference (Program - District)
Region				
Northeast	346	7.4	10.3	-2.9
Central	955	5.1	8.9	-3.8
Southeast	695	9.1	9.7	-0.7
West	785	4.9	8.9	-4.0
Size/Area				
<5,000	75	3.1	3.9	-0.8
Rural	42	5.2	22.7	-17.5
Suburb 5-10,000	None	None	None	None
Suburb >10,000	173	5.8	5.4	.05
Urban 5-10,000	141	8.1	9.3	-1.2
Urban >10,000	2,351	6.4	9.5	-3.2
Race Composition				
76-100% White	27	3.1	12.0	-8.9
50-75% White	699	8.1	10.4	-2.3
0-49% White	2,055	5.7	8.9	-3.1
% Low Income				
<25% Low Income	199	9.1	7.7	1.4
25-50% Low Income	891	7.2	9.9	-2.7
>50% Low Income	1,618	5.6	9.5	-3.8
Unknown	74	2.7	2.1	0.6
Total	2,782	6.3	9.3	-3.0

Table III-10
SELECTION CRITERIA USED BY MAGNET PROGRAMS
(WEIGHTED UP TO DISTRICTS; ADJUSTED FOR NONRESPONSE BIAS)

	Magnet Programs with Criteria		
	Number Using Criterion	Percent Using Criterion	Number Responding
Selection Criteria			
Standardized achievement scores	515	68.7	750
Teacher recommendations	494	67.7	730
Counselor recommendations	273	40.9	667
GPA	335	51.3	652
Artistic and creative ability	273	45.3	603
Other	592	87.4	677
Any Criteria	992[1]	31.8	3,113

[1]Response population for specific selection criteria is limited to districts using any selection criteria.

Table IV-1
DISTRIBUTION OF MSAP AWARDS,
BY REGION AND DISTRICT CHARACTERISTICS

	All MSAP Awards	Districts Receiving Awards	Funds Awarded	Unfunded Applicants	All Districts (weighted)
Region					
Northeast	35.7%	33.0%	36.6%	36.4%	21.8%
Central	21.9%	20.0%	24.2%	18.8%	34.6%
Southeast	20.4%	26.0%	17.1%	21.1%	14.7%
West	21.9%	20.8%	21.9%	23.5%	28.8%
Size/Area					
<5,000	6.1%	7.8%	2.0%	3.5%	74.8%
Rural	1.5%	2.6%	1.5%	5.8%	5.0%
Suburb 5-10,000	2.0%	2.6%	1.1%	5.8%	4.9%
Suburb >10,000	6.6%	6.9%	6.8%	12.9%	3.7%
Urban 5-10,000	7.6%	8.6%	2.1%	15.2%	2.1%
Urban >10,000	70.9%	66.9%	82.0%	40.0%	3.6%
Unknown	5.1%	4.3%	4.2%	16.4%	5.6%
Race Composition					
76-100% White	4.5%	6.0%	2.5%	5.8%	72.0%
50-75% White	27.0%	28.6%	21.2%	42.3%	15.3%
0-49% White	68.3%	65.2%	76.2%	51.7%	12.5%
% Low Income					
<25% Low Income	7.6%	10.4%	5.2%	14.1%	31.3%
25-50% Low Income	34.6%	34.7%	32.9%	31.7%	26.0%
>50% Low Income	47.9%	44.3%	52.7%	28.2%	10.8%
Unknown	9.6%	10.4%	9.0%	25.8%	31.7%
Total N	196	115	736,337	85	6,389

Table IV-2
PROPORTION OF SCHOOLS THAT ARE MAGNETS
IN DISTRICTS WITH MAGNET SCHOOL PROGRAMS,
BY MSAP FUNDING STATUS

	MSAP Funding Status		
	Current Grantee	Former Grantee	Never Grantee
Percent Schools that are Magnets			
Range	1 - 100%	3 - 93%	2 - 100%
Mean	35%	24%	21%
Median	28%	16%	10%
Mode	8%	10%	5%
(% total)	(8.3%)	(9.8%)	(12.7%)
Total N	60	41	125

NOTE: Includes only districts that currently have magnet programs.

Table IV-3
POST-MSAP PROGRAM MODIFICATIONS, BY FORMER GRANTEES

	MSAP Magnets	
	N	Percent of Respondents
Modifications		
Reduce Supplies	14	40.8%
Reduce No. of Programs	7	20.1%
Reduce No. of Students	5	15.4%
Reduce No. of Teachers	14	40.2%
Reduce No. of Classes	6	17.8%
Other	8	22.6%
No Modifications	12	33.7%
Total Responding	35	100.0%

Table IV-4
USES OF MSAP FUNDS BY CURRENT MSAP GRANTEES

	MSAP-Supported Magnet Districts	
	N	Percent of MSAP Grantees Responding
Uses of Funds		
Start New Program	25	39.4%
Add Program	24	39.2%
Planning	46	73.3%
Hire Teachers	58	93.0%
Hire Aides	8	13.1%
Hire Staff	7	10.8%
Staff Development	59	95.0%
Equipment	62	100.0%
Materials	61	97.3%
Renovations	8	13.1%
Field Trips	29	45.8%
Outreach	53	85.4%
Other	21	33.8%
Total Responding	62	100.0%

Table IV-5
USES OF OTHER FUNDS BY CURRENT MSAP GRANTEES
AND BY NON-MSAP-SUPPORT DISTRICTS

	MSAP Districts		Non-MSAP Districts		All Magnet Districts	
	N	Percent	N	Percent	N	Percent
Uses of Funds						
Planning	18	28.8%	32	24.7%	50	26.0%
Hire Teachers	19	29.9%	16	12.1%	34	17.9%
Hire Aides	16	24.9%	6	5.0%	22	11.5%
Hire Staff	11	17.4%	8	6.1%	19	9.8%
Staff Development	25	40.0%	46	35.4%	71	36.9%
Equipment	23	36.8%	23	17.8%	46	24.0%
Materials	26	41.1%	31	24.2%	57	29.7%
Renovations	10	16.4%	10	7.6%	20	10.5%
Field Trips	22	35.5%	29	22.5%	51	26.7%
Outreach	22	34.5%	25	19.2%	46	24.2%
Transportation	8	12.8%	17	12.8%	25	12.8%
Other	6	9.2%	16	12.2%	22	11.2%
No Other Funds	34	24.6%	71	54.8%	102	54.7%
Total Responding	62	100.0%	129	100.0%	192	100.0%

Table IV-6
FUTURE FUNDING SOURCES
ANTICIPATED BY CURRENT MSAP GRANTEES
AND USED BY FORMER GRANTEES

	Current Grantees		Former Grantees	
	N	Percent of Respondents	N	Percent of Respondents
Uses of Funds				
General Fund	52	82.6%	21	59.1%
Bonds	4	6.9%	1	3.5%
Tax Revenue	2	3.6%	1	3.5%
MSAP Funds*	55	87.8%	41	50.0%
Other Federal Funds	13	20.4%	2	7.1%
Private Funds	25	40.0%	4	10.6%
State Desegregation funds	27	43.1%	12	34.8%
Other State Funds	17	27.7%	6	17.8%
Other	7	11.2%	1	3.5%
No Other Funds Use–			10	28.3%
Total Responding	62	100.0%	35	100.0%

* Based on funding history for if FY 85 and FY 87 grantees (N = 82).
– Not asked of current grantees

Table V-1
PROPORTIONS OF DISTRICTS WITH NONMAGNET SPECIALTY SCHOOLS
AND NONMAGNET PROGRAMS OF CHOICE
(WEIGHTED UP TO DISTRICTS)

	All Districts	
	N	Percent
Magnets		
Magnets	230	3.9%
No Magnets	5,633	96.0%
Total Responding	5,863	100.0%
Specialty Schools		
Specialty Schools	1,057	18.3%
No Specialty Schools	4,713	81.6%
Total Responding	5,770	100.0%
Programs of Choice		
Programs of Choice	1,189	22.6%
No Programs of Choice	4,057	77.3%
Total Responding	5,246	100.0%

Table V-2
PROPORTIONS OF DISTRICTS WITH NONMAGNET SPECIALTY SCHOOLS
AND NONMAGNET PROGRAMS OF CHOICE
(WEIGHTED UP TO STUDENTS IN 1000s)

	All Districts	
	N	Percent
Magnets		
Magnets	7,757	23.7
No Magnets	24,961	76.2
Total Responding	32,718	100.0
Specialty Schools		
Specialty Schools	10,014	30.9
No Specialty Schools	22,310	69.0
Total Responding	32,325	100.0
Programs of Choice		
Programs of Choice	7,613	23.5
No Programs of Choice	22,139	76.4
Total Responding	29,751	100.0

Table V-3
PROPORTIONS OF DISTRICTS WITH NONMAGNET SPECIALTY SCHOOLS
AND NONMAGNET PROGRAMS OF CHOICE THAT DO NOT HAVE MAGNETS
(WEIGHTED UP TO DISTRICTS)

	Magnets		No Magnets		All Districts
	N	Percent	N	Percent	N
Specialty Schools					
Specialty Schools	88	8.3%	969	91.6%	1,057
No Specialty Schools	138	2.9%	4,571	97.0%	4,708
Total Responding	226	3.9%	5,540	96.0%	5,766
Programs of Choice					
Programs of Choice	62	5.2%	1,123	94.7%	1,185
No Programs of Choice	158	3.8%	3,899	96.1%	4,057
Total Responding	220	4.1%	5,022	95.8%	5,241
Total N	230	3.9%	5,633	96.0%	5,863

Table V-4
PROPORTIONS OF DISTRICTS WITH NONMAGNET SPECIALTY SCHOOLS
AND NONMAGNET PROGRAMS OF CHOICE THAT DO NOT HAVE MAGNETS
(WEIGHTED UP TO STUDENTS IN 1000s)

	Magnets		No Magnets		All Districts
	N	Percent	N	Percent	N
Specialty Schools					
Specialty Schools	3,863	38.5%	6,151	61.4%	10,014
No Specialty Schools	3,829	17.2%	18,417	82.7%	22,245
Total Responding	7,692	23.8%	24,568	76.1%	32,259
Programs of Choice					
Programs of Choice	2,329	30.8%	5,222	69.1%	7,549
No Programs of Choice	5,119	23.1%	17,020	76.8%	22,139
Total Responding	7,448	25.0%	22,242	74.9%	29,687
Total N	7,757	23.7%	24,961	76.2%	32,718

Table V-5
PROPORTIONS OF MULTISCHOOL DISTRICTS OFFERING MAGNET SCHOOLS, NONMAGNET SPECIALTY SCHOOLS, AND/OR NONMAGNET PROGRAMS OF CHOICE (WEIGHTED UP TO DISTRICTS)

Program(s) Offered	Proportion of Districts
Magnets Only	1.9%
Specialty Schools Only	11.3%
Choice Only	15.7%
Magnets and Specialty Schools	1.1%
Magnets and Choice	0.6%
Specialty Schools and Choice	5.8%
Magnets, Specialty Schools, and Choice	0.6%
None of the Above Programs	63.0%
Total N	5,235

Table V-6
PROPORTIONS OF MULTISCHOOL DISTRICTS OFFERING MAGNET SCHOOLS, NONMAGNET SPECIALTY SCHOOLS, AND/OR NONMAGNET PROGRAMS OF CHOICE (WEIGHTED UP TO STUDENTS IN 1000s)

Program(s) Offered	Proportion of Students
Magnets Only	9.0%
Specialty Schools Only	12.9%
Choice Only	11.2%
Magnets and Specialty Schools	8.2%
Magnets and Choice	3.1%
Specialty Schools and Choice	6.2%
Magnets, Specialty Schools, and Choice	4.0%
None of the Above Programs	44.4%
Total N	29,630

Table V-7
DISTRIBUTION OF DISTRICTS WITH NONMAGNET SPECIALTY SCHOOLS
AND NONMAGNET PROGRAMS OF CHOICE,
BY REGION AND DISTRICT CHARACTERISTICS
(WEIGHTED UP TO DISTRICTS)

	Nonmagnet Specialty Schools	Nonmagnet Programs of Choice	All Districts
Region			
Northeast	9.7%	25.1%	21.8%
Central	47.9%	38.9%	34.6%
Southeast	18.4%	5.9%	14.7%
West	23.8%	29.9%	28.8%
Size/Area			
<5,000	65.6%	75.7%	74.8%
Rural	6.1%	4.8%	5.0%
Suburban 5-10,000	7.3%	6.7%	4.9%
Suburban >10,000	8.2%	4.4%	3.7%
Urban 5-10,000	2.4%	1.5%	2.1%
Urban >10,000	9.0%	5.3%	3.6%
Unknown	1.2%	1.2%	5.6%
Race Composition			
76-100% White	70.6%	72.3%	72.0%
50-75% White	17.1%	14.4%	15.3%
0-49% White	12.2%	13.2%	12.5%
% Low Income			
<25% Low Income	35.8%	48.7%	31.3%
25-50% Low Income	28.8%	32.2%	26.0%
>50% Low Income	10.6%	4.3%	10.8%
Unknown	24.6%	14.6%	31.7%
Total N	1,057	1,189	6,389

Table V-8
DISTRIBUTION OF DISTRICTS WITH NONMAGNET SPECIALTY SCHOOLS AND NONMAGNET PROGRAMS OF CHOICE, BY REGION AND DISTRICT CHARACTERISTICS (WEIGHTED UP TO STUDENTS IN 1000s)

	Nonmagnet Specialty Schools	Nonmagnet Programs of Choice	All Districts
Region			
Northeast	8.6%	17.0%	18.4%
Central	26.0%	26.2%	24.0%
Southeast	36.1%	23.1%	24.7%
West	29.1%	33.5%	32.7%
Size/Area			
<5,000	15.3%	26.4%	30.1%
Rural	7.4%	8.1%	8.3%
Suburban 5-10,000	5.3%	7.2%	6.2%
Suburban >10,000	24.0%	18.3%	15.4%
Urban 5-10,000	1.8%	1.7%	2.7%
Urban >10,000	43.7%	36.4%	25.1%
Unknown	2.2%	1.7%	11.9%
Race Composition			
76-100% White	38.5%	43.7%	48.9%
50-75% White	26.3%	26.3%	22.9%
0-49% White	35.0%	29.8%	28.1%
% Low Income			
<25% Low Income	26.3%	32.4%	26.0%
25-50% Low Income	37.4%	40.1%	28.7%
>50% Low Income	22.6%	17.5%	18.7%
Unknown	13.5%	9.8%	26.4%
Total N	10,014	7,613	35,315

Table V-9
DISTRIBUTION OF NONMAGNET SPECIALTY SCHOOLS
BY GRADE LEVEL AND PROGRAM THEME
(WEIGHTED UP TO DISTRICTS)

	N	Percent
Grade Level		
Elementary School	684	30.9%
Middle School	69	3.1%
Secondary School	1,307	59.0%
Combined and unknown	157	7.1%
Program Theme		
Instructional Approach	731	33.0%
Arts	31	1.4%
Gifted and Talented	438	19.8%
Subject Matter	114	5.2%
Career-Vocational Education	902	40.7%
Total N	2,217	100%

Table V-10
PREVALENCE OF WITHIN-DISTRICT AND BETWEEN-DISTRICT
CHOICE PLANS IN MULTISCHOOL DISTRICTS
(WEIGHTED UP TO DISTRICTS)

	N	Percent	Total Responding
Within-District	847	16.1%	5,245
Between-District	760	14.5%	5,181
Both Within- and Between-District	417	8.1%	5,172

Table V-11
PREVALENCE OF WITHIN-DISTRICT AND BETWEEN-DISTRICT CHOICE PLANS IN MULTISCHOOL DISTRICTS
(WEIGHTED UP TO STUDENTS IN 1,000s)

	N	Percent	Total Responding
Within-District	6,534	22.1%	29,565
Between-District	3,167	10.9%	29,159
Both Within- and Between-District	2,087	7.2%	28,934

Table V-12
GRADE LEVEL COVERED AND OPTIONS PROVIDED IN WITHIN-DISTRICT AND BETWEEN-DISTRICT PROGRAMS OF CHOICE
(WEIGHTED UP TO DISTRICTS)

	Within-District		Between-District	
	N	Percent	N	Percent
Grade Level				
Elementary	632	74.6%	477	62.8%
Middle School	401	47.4%	543	71.4%
Secondary	537	63.4%	687	90.4%
Choice Options				
Public schools	847	100.0%	744	97.9%
Private schools	82	7.9%	223	14.2%
Postsecondary	62	7.3%	147	19.3%
Other	72	8.5%	66	8.7%
Total Responding	847	100%	760	100%

Table V-13
DISTRICT OUTREACH EFFORTS AND TRANSPORTATION SUPPORT
FOR NONMAGNET PROGRAMS OF CHOICE AND MAGNET PROGRAMS
(WEIGHTED UP TO DISTRICTS)

	Choice Program		Magnets
	Within District	Between District	
Number of Outreach Strategies			
One	48.8%	48.0%	1.9%
Two	29.6%	22.0%	5.8%
Three-five	8.6%	29.1%	25.4%
Six or more	13.1%	0.9%	66.9%
Type of Outreach Strategies Used			
Printed brochures	19.5%	30.3%	93.2%
Information to students	43.5%	39.8%	95.4%
Parent info. on request	58.8%	51.9%	88.2%
Parent info. to all	7.5%	10.4%	47.2%
Presentations	16.1%	10.8%	72.1%
Visits and tours—trans.	3.0%	10.5%	79.3%
Visits and tours—no trans.	8.8%	9.2%	33.3%
Advertisements in media	22.3%	30.2%	66.8%
Other	48.8%	36.8%	27.2%
Transportation			
Elementary	72.0%	21.9%	86.2%
Intermediate	57.3%	21.9%	74.8%
Secondary	47.9%	37.4%	78.6%
Total Responding	846	760	224

APPENDIX C

Survey Instruments

National Survey

IN-HOUSE VERSION

OMB #1875-0067
Expires 06/92

ID Code: _____

Respondent: _____ Phone Number: _____

Title: _____

STUDY OF MAGNET SCHOOLS AND ISSUES OF PUBLIC SCHOOL DESEGREGATION, QUALITY, AND CHOICE

NATIONAL SURVEY OF SCHOOL DISTRICTS

The purpose of this survey is to obtain information about school districts that do and do not have magnet schools, desegregation plans, and other programs of choice.

Note: Items in italics are instructions or definitions that will appear on the interviewer's computer screens only.

Enrollment Data

We would like to obtain some information regarding the enrollment in your district. Please provide the information requested below, or -- if it is more convenient -- please send it to us. We will return documents or reimburse reproduction costs, if desired.

1. What was the total student enrollment, by race and ethnicity and overall, in your school district, on or about 1 October 1991? (If enrollment data for that date are not available, please indicate the date for the enrollment data provided.)

Native American/Alaskan Native	_____
Black, not of Hispanic origin	_____
White, not of Hispanic origin	_____
Hispanic, any race	_____
Asian or Pacific Islander	_____
Total enrollment	_____

1A. If the enrollment data are not for 1 October 1991, please indicate their date below.

_____ (month) _____ (day) _____ (year)

Data are not available ☐
Respondent will send data ☐

2. Is the enrollment **for each school**, by race and ethnicity, available in either hard copy or computer file for the current school year and the previous year?

Hard Copy	Computer File	Not Available	Year	*Will send*
☐	☐	☐	Current school year (1991-1992)	☐
☐	☐	☐	1990-1991 school year	☐

IF INFORMATION IS AVAILABLE, ASK RESPONDENT TO SEND EITHER HARD COPY OR A COMPUTER FILE CONTAINING THESE DATA. INDICATE THE RESPONDENT'S AGREEMENT TO SEND DATA BY CHECKING THE "WILL SEND" BOX ABOVE.

CHECK OFFICE FOR CIVIL RIGHTS (OCR)/COMMON CORE OF DATA (CCD) LIST.

IF DATA FOR THE DISTRICT ARE AVAILABLE FOR ALL THE YEARS BELOW, SAY: We already have information about school enrollments for your district for all the rest of the school years. GO TO QUESTION 3.

IF ANY DATA ARE NOT AVAILABLE, SAY: We tried to get this information from other surveys, but it wasn't available for (YEAR(s)). Are these data available for (YEAR(s)) in either hard copy or on computer files?

IF INFORMATION IS AVAILABLE, ASK RESPONDENT TO SEND EITHER HARD COPY OR A COMPUTER FILE CONTAINING THESE DATA. INDICATE THE RESPONDENT'S AGREEMENT TO SEND DATA BY CHECKING THE "WILL SEND" BOX BELOW.

Hard Copy	Computer File	Not Available	Year	*Already available*	*Will send*
☐	☐	☐	1989-1990 school year	☐	☐
☐	☐	☐	1988-1989 school year	☐	☐
☐	☐	☐	1987-1988 school year	☐	☐
☐	☐	☐	1986-1987 school year	☐	☐
☐	☐	☐	1984-1985 school year	☐	☐
☐	☐	☐	1982-1983 school year	☐	☐
☐	☐	☐	1980-1981 school year	☐	☐
☐	☐	☐	1978-1979 school year	☐	☐
☐	☐	☐	1976-1977 school year	☐	☐
☐	☐	☐	1974-1975 school year	☐	☐
☐	☐	☐	1972-1973 school year	☐	☐
☐	☐	☐	1970-1971 school year	☐	☐
☐	☐	☐	1968-1969 school year	☐	☐

3. What percent of your total enrollment is eligible for free or reduced-price lunches, for each of the following types of schools and for the district overall?

Elementary Schools	_____%
Middle/Junior High Schools	_____%
High Schools	_____%
Overall	_____%

Data are not available ☐
Respondent will send data ☐

4. What percent of your total enrollment is Limited English Proficient/Non English Proficient (LEP/NEP), for each of the following types of schools and for the district overall?

Elementary Schools	_____%
Middle/Junior High Schools	_____%
High Schools	_____%
Overall	_____%

Data are not available ☐
Respondent will send data ☐

5. What percent of your total enrollment is comprised of special education students with Individualized Education Plans (IEPs), for each of the following types of schools and for the district overall?

Elementary Schools	_____%
Middle/Junior High Schools	_____%
High Schools	_____%
Overall	_____%

Data are not available ☐
Respondent will send data ☐

Magnet Schools

For the purpose of this survey, a magnet school is defined as a public school whose primary purpose is to meet **all three** of the following goals:

- To offer a special curricular theme or method of instruction, such as math/science, performing arts, or open classrooms,

and

- To attract at least some students voluntarily from outside an assigned neighborhood attendance zone,

and

- To improve desegregation by meeting specific race/ethnic goals (i.e., it must have some type of race/ethnic controls or targets)

(In this survey, we will contrast magnet schools with other specialty schools, which in this study we define as similar to magnet schools in terms of having a distinctive theme or method of instruction, but different in that they do not have the explicit purpose of improving desegregation.)

6. Does your district have any magnet schools?

Yes ☐ --> 6A. How many? _____

No ☐ --> PLEASE SKIP TO QUESTION 11.

7. Which of the following describe your district's transportation policies for elementary, middle/junior high, and high school students (other than special education students) who attend a **magnet school** that is beyond a certain distance from their home?

	Elementary		Middle		High School	
	Yes	No	Yes	No	Yes	No
Free transportation	☐	☐	☐	☐	☐	☐
Partially subsidized transportation	☐	☐	☐	☐	☐	☐

8. Please identify the magnet programs in your district, including the name of each magnet program, the name of the school (if different), its grade level, and its theme or emphasis. See below for coding grade level and theme. (Please continue on a second sheet, if necessary. Or if you would prefer to send a list, please do so.)

Program Name	School Name (if different)	Grade Level	Theme
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Grade Level: Specify the grades in the magnet program (e.g., K-5, 7-8, 10-12).

Theme: Code as follows (please code as many as apply)

A Arts: including music, drama, dance, fine arts, performing arts
B Computer Science: including computer literacy, usage
C Math and/or Science: math/science emphasis; can include computers
D Gifted/Talented/Honors: accelerated programs
E Foreign Language: emphasis on language and multilingual study

F Two-way bilingual education program
G Basic skills or fundamental: 3-R's, discipline, dress codes
H Montessori
I Other open education: ungraded classrooms, team teaching
J Individualized instruction: self-paced instruction

K Multicultural: emphasis on diverse cultures, multicultural skills
L Technical training: mechanics, electronics, etc.
M Business careers: office machines, etc.
N Health careers: health science, medicine, etc.
O Media: radio, TV, Journalism, communications

P Child care: before-, after-school care; can include instruction
Q Others (specify) _____

IF THERE ARE MANY MAGNET PROGRAMS AND THE RESPONDENT WOULD PREFER TO SEND A LIST, CHECK HERE ☐

9. Which of the following types of special publicity or outreach activities does your district employ for your magnet program(s)?

	Yes	No
Printed Brochures	☐	☐
Distribution of information/applications to students	☐	☐
Mail information/applications to parents who request it	☐	☐
Mail information/applications to all parents	☐	☐
Presentations by magnet teachers or students at other schools	☐	☐
Planned visit/tour sessions for parents/students at magnet schools, without transportation	☐	☐
Planned visit/tour sessions for parents/students at magnet schools, with transportation provided	☐	☐
Formal advertising in local media (print, radio, etc.)	☐	☐
Other (specify) _____	☐	☐

IF OUTREACH INVOLVES THE USE OF ANY BROCHURES OR DOCUMENTS, ASK: Could you please send us copies of any documents employed in these special publicity or outreach activities? IF THE RESPONDENT INDICATES SUCH DOCUMENTS WILL BE SENT, CHECK HERE: ☐

10. Did your district ever receive Emergency School Aid Act (ESAA) funds for your magnet program?

Yes ☐ ---> PLEASE GO TO QUESTION 10A.

No ☐ ---> PLEASE SKIP TO QUESTION 11.

10A. Please indicate the years in which you received such funds.

Years: from _____ to _____

Data are not available ☐

School Desegregation Plans

11. Does your district operate under a board-authorized or court-ordered desegregation plan -- that is, a formal written plan of student assignment to attain a specified racial/ethnic composition in some or all schools?

IF RESPONDENT ANSWERS NO, SAY: The specified composition does not need to be a single percentage. It can also be a percentage range or target.

Yes ☐ --> PLEASE GO TO QUESTION 12.

No ☐ --> 11A. Did your district ever have such a plan?

Yes ☐ --> SKIP TO QUESTION 26.

No ☐ --> SKIP TO QUESTION 26.

12. Which of the following are the racial/ethnic composition requirements or targets as specified by your district's desegregation plan?

± ___ % points of district's racial composition ☐

A fixed range from ___ % to ___ % for

_____ (racial/ethnic group) ☐

Must be less than ___ % black or minority ☐

Other (Please specify) ☐

_____

13. Are there different targets (or no targets) for different types of schools in your district?

No ☐ --> SKIP TO QUESTION 14.

Yes ☐ --> 13A. Please explain _____

_____

_____

PROBE FOR PERCENTAGE CRITERIA AND TYPE(S) OF SCHOOLS SUBJECT TO DIFFERENT REQUIREMENTS.

14. When was this plan first implemented in your district?

(month) (day) (year)

15. Are all schools covered by your desegregation plan?

Yes ☐
No ☐

16. Which grade levels are covered by your desegregation plan?

_____

17. What is the source of your district's desegregation plan?

Federal court order ☐ --> 17A. What is the name of the lawsuit?
State court order ☐ --> _____

Investigation/review by federal agency ☐
Investigation/review by state agency ☐
School board/school district initiated ☐

Other Desegregation Strategies

18. Does your desegregation plan include voluntary transfers among regular (i.e., nonmagnet and nonspecial education) schools with a **requirement** that transfers **improve** racial/ethnic balance? (These are sometimes called majority-to-minority transfer programs.)

NOTE: If yes, verify that the desegregation plan promotes improvement in racial/ethnic balance and does not just avoid adverse impact.

Yes ☐ --> PLEASE GO TO QUESTION 19.

No ☐ --> PLEASE SKIP TO QUESTION 21.

19. Which of the following describe your district's transportation policies for elementary, middle/junior high, and high school students (other than special education students) involved in **majority-to-minority school transfers** if their new school is beyond a certain distance from their home?

	Elementary		Middle		High School	
	Yes	No	Yes	No	Yes	No
Free transportation	☐	☐	☐	☐	☐	☐
Partially subsidized transportation	☐	☐	☐	☐	☐	☐

20. If the data are available, please provide the number of students who currently participate in this voluntary transfer program, by race/ethnicity and overall.

Native American/Alaskan Native ____

Black, not of Hispanic origin ____

Hispanic, any race ____

Asian or Pacific Islander ____

TOTAL MINORITY VOLUNTARY TRANSFERS ____

White, not of Hispanic origin ____

TOTAL NUMBER OF VOLUNTARY TRANSFERS ____

PLEASE SKIP TO QUESTION 22.

Data are not available ☐
Respondent will send data ☐

21. Did your district ever have such a voluntary transfer (also known as majority-to-minority transfer) program?

Yes ☐
No ☐

22. Does your plan involve adjustments to, or redrawing of **contiguous attendance zones** to maintain or improve race/ethnic balance? (These may include boundary changes, when new schools are opened or old schools are closed, which maintain or improve race/ethnic balance. In all cases, a single attendance zone is still maintained around each school.)

Yes ☐ --> PLEASE GO TO QUESTION 23.

No ☐ --> 22A. Did your district ever use such techniques?

Yes ☐
No ☐

23. Does your plan involve pairing or clustering schools and modifying the grade structure of those schools, so that all students at a specific grade level attend the same school?

INTERVIEWER PROBE/CLARIFICATION, IF NEEDED: For example, two former K - 6 schools may be paired. All of the K - 3 students who previously attended these schools are assigned to one school (which becomes a K - 3 school); all of the grade 4 - 6 students, to the other.

Yes ☐ --> PLEASE SKIP TO QUESTION 23B.

No ☐ --> 23A. Did your district ever use such techniques?

Yes ☐
No ☐

23B. Does your plan involve some time of noncontiguous zoning, such as satellite zoning, where students from two or more **noncontiguous attendance areas or zones** are assigned to the same school?

Yes ☐ --> PLEASE SKIP TO QUESTION 24.

No ☐ --> 23C. Did your district ever use such techniques?

Yes ☐
No ☐

24. Does your plan currently use a technique where parents of new students rank their choices of schools in the district (or a subdistrict)? Neighborhood school attendance zones are eliminated and the administration makes all school assignments subject to racial/ethnic balance as well as capacity constraints. (These are sometimes called controlled choice plans.)

Yes ☐ --> PLEASE SKIP TO QUESTION 25.

No ☐ --> 24A. Did your district ever use such techniques?

Yes ☐
No ☐

25. Does your plan currently use a technique where neighborhood attendance zones are maintained but new students are required to choose other schools whenever capacity or race/ethnic balance requirements are exceeded?

Yes ☐ ---> PLEASE SKIP TO QUESTION 26.

No ☐ ---> 25A. Did your district ever use such techniques?

Yes ☐
No ☐

ASK THE RESPONDENT TO: Please send us the most important documents describing your current desegregation plan, including major modifications of the original plan. IF THE RESPONDENT INDICATES SUCH DOCUMENTS WILL BE SENT, CHECK HERE: ☐

Non-Desegregation Specialty Schools

As noted previously, in this study we define specialty schools as being similar to magnet schools in that they offer a special curricular theme or style of instruction and attract students voluntarily from outside an assigned attendance zone. However, in our study they differ from magnet schools in that they **do not have desegregation** as an explicit goal. (Note: The school may incidentally improve racial/ethnic balance, or it may be prohibited from increasing racial/ethnic imbalance, but this is not its primary purpose.) Examples of specialty schools include examination schools such as the Bronx High School of Science, street academies, or district-wide vocational high schools, as well as schools with distinctive curricula or teaching methods. This definition **excludes** those special education schools or programs to which all students are assigned on the basis of disability or handicap, but it may **include** special education schools or programs that students voluntarily choose to attend.

26. Does your district offer any non-desegregation specialty schools, as defined above?

Yes ☐ --> PLEASE GO TO QUESTION 27A.

No ☐ --> PLEASE SKIP TO QUESTION 28.

27A. How many of each of the following types of specialty schools do you have?

Special education (voluntary choice only) _____

Alternative schools for special populations
(voluntary choice only):
For potential dropouts _____
For other groups of students (specify)
_____ _____

27B. Please identify any other specialty schools (or programs within schools, as appropriate), including vocational schools, in your district, giving the name of each school, its grade level, and its theme or emphasis. See below for coding grade level and theme. (Please continue on a second sheet, if necessary. Or if you would prefer to send a list, please do so.)

School Name	Grade Level	Theme
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Grade Level: Specify the grades in the specialty school (e.g., K-5, 7-8, 10-12).

Theme: Code as follows (please code as many as apply)

A Arts: including music, drama, dance, fine arts, performing arts
B Computer Science: including computer literacy, usage
C Math and/or Science: math/science emphasis; can include computers
D Gifted/Talented/Honors: accelerated programs
E Foreign Language: emphasis on language and multilingual study

F Two-way bilingual education program
G Basic skills or fundamental: 3-R's, discipline, dress codes
H Montessori
I Other open education: ungraded classrooms, team teaching
J Individualized instruction: self-paced instruction

K Multicultural: emphasis on diverse cultures, multicultural skills
L Technical training: mechanics, electronics, etc.
M Business careers: office machines, etc.
N Health careers: health science, medicine, etc.
O Media: radio, TV, Journalism, communications

P Child care: before-, after-school care; can include instruction
Q Others (specify) _____

IF THERE ARE MANY OTHER SPECIALTY SCHOOLS AND THE RESPONDENT WOULD PREFER TO SEND A LIST, CHECK HERE ☐

District-wide/Inter-district Programs of Choice

This section concerns school choice programs which are **not parts of desegregation plans** and which allow district-wide or inter-district choice of schools. Under such programs, students may choose to attend either their assigned school or **any other school** within (or between) districts.

28. Does your district operate a district-wide or participate in an inter-district school choice program, as defined above?

Yes ☐ --> PLEASE GO TO QUESTION 29.

No ☐ --> PLEASE SKIP TO QUESTION 35.

29. Is this school choice program limited to schools within your district, or does it provide for inter-district choice?

	Yes	No
Within-district	☐	☐
Inter-district	☐	☐

30. Which of the following types of schools are included in this school choice program?

	District-wide		Inter-district	
	Yes	No	Yes	No
Elementary schools	☐	☐	☐	☐
Middle or junior high schools	☐	☐	☐	☐
High schools	☐	☐	☐	☐

31. Which of the following options does this school choice program provide?

	District-wide		Inter-district	
	Yes	No	Yes	No
Public schools	☐	☐	☐	☐
Private schools	☐	☐	☐	☐
Postsecondary programs	☐	☐	☐	☐
Other (please describe):				
_____	☐	☐	☐	☐
_____	☐	☐	☐	☐

32. Does this choice program include racial/ethnic controls to prevent adverse effects on racial/ethnic balance within or between districts, or promote desegregation between districts?

	Yes	No
Prevent adverse impact within district	☐	☐
Prevent adverse impact between districts	☐	☐
Promote desegregation between districts	☐	☐

33. Which of the following types of special publicity or outreach activities does your district employ for this choice program?

	District-wide		Inter-district	
	Yes	No	Yes	No
Printed Brochures	☐	☐	☐	☐
Distribution of information/applications to students	☐	☐	☐	☐
Mail information/applications to parents who request it	☐	☐	☐	☐
Mail information/applications to all parents	☐	☐	☐	☐
Presentations by magnet teachers or students at other schools	☐	☐	☐	☐
Planned visit/tour sessions for parents/students at magnet schools, without transportation	☐	☐	☐	☐
Planned visit/tour sessions for parents/students at magnet schools, with transportation provided	☐	☐	☐	☐
Formal advertising in local media (print, radio, etc.)	☐	☐	☐	☐
Other (specify) _____	☐	☐	☐	☐

34. Which of the following describe your district's transportation policies for elementary, middle/junior high, and high school students (other than special education students) involved in this choice program if their new school is beyond a certain distance from their home?

	Elementary		Middle		High School	
	Yes	No	Yes	No	Yes	No
District-wide						
Free transportation	☐	☐	☐	☐	☐	☐
Partially subsidized transportation	☐	☐	☐	☐	☐	☐
Inter-district						
Free transportation	☐	☐	☐	☐	☐	☐
Partially subsidized transportation	☐	☐	☐	☐	☐	☐

35. Approximately how many white and minority (defined as Black, Hispanic, Asian, Pacific Islander, Native American, and Alaskan Native) students in your district participate in this choice program?

	White	Minority	Total
District-wide			
Elementary School	_____	_____	_____
Middle/Junior High School	_____	_____	_____
High School	_____	_____	_____
Overall	_____	_____	_____
Inter-district			
Elementary School	_____	_____	_____
Middle/Junior High School	_____	_____	_____
High School	_____	_____	_____
Overall	_____	_____	_____

District Policies and Characteristics

36. Which of the following describes your district's transportation policies for elementary school, middle/junior high school, and high school students (other than special education students) whose **assigned school** is beyond a certain distance from their home?

	Elementary		Middle		High School	
	Yes	No	Yes	No	Yes	No
Free transportation	☐	☐	☐	☐	☐	☐
Partially subsidized transportation	☐	☐	☐	☐	☐	☐

37. What is the budget for your district for the 1991-92 school year? (You may round numbers to the nearest $1000.)

Total district funding $ _____

38. About how much of this funding for the 1991-92 school year comes from each of the following sources:

Local public funds	$ _____
State funds	$ _____
Federal funds	$ _____
Private funds	$ _____

Respondent will send data ☐

39. Is your school district a county school district?

Yes ☐
No ☐

40. What is the size of the largest city or town in your school district?

Under 50,000 ☐
50,000 - 99,999 ☐
100,000 - 500,000 ☐
Over 500,000 ☐

41. Which of the following best describes the area served by your school district?

Rural ☐
Suburban ☐
Urban ☐
A military base or station ☐
An Indian reservation ☐

42. Does your school district maintain computer data bases containing individual standardized achievement test scores and basic student data such as grade, race and free/reduced price lunch status?

	Yes	No
Individual student test scores (Provide test name) _____	☐	☐
Student grade	☐	☐
Student race	☐	☐
Student free/reduced price lunch status	☐	☐

Thank you very much for providing us with this information.

MATERIALS TO BE SENT TO THE AMERICAN INSTITUTES FOR RESEARCH

The following checklist is an aid to you. It can serve as a packing list, to help ensure that all materials "to be sent" are actually sent. A packing label is attached for your convenience.

- ☐ Current (1991-92) **district** enrollment data, by race and ethnicity
- ☐ Current (1991-92) enrollment data **for each school**, by race and ethnicity
- ☐ Prior (1990-91) enrollment data **for each school**, by race and ethnicity
- ☐ Prior enrollment data **for each school**, by race and ethnicity, for the following years

  - ☐ 1989-1990
  - ☐ 1988-1989
  - ☐ 1987-1988
  - ☐ 1986-1987
  - ☐ 1984-1985
  - ☐ 1982-1983
  - ☐ 1980-1981
  - ☐ 1978-1979
  - ☐ 1976-1977
  - ☐ 1974-1975
  - ☐ 1972-1973
  - ☐ 1970-1971
  - ☐ 1968-1969

- ☐ Data on proportion of students eligible for free or reduced price lunches
- ☐ Data on proportion of students who are LEP/NEP
- ☐ Data on proportion of students who have IEPs
- ☐ Current district desegregation plan
- ☐ Other documents supporting desegregation plan (e.g., major modifications to plan, major court opinions)
- ☐ Data on numbers of students in district currently participating in voluntary transfer programs, by race and ethnicity
- ☐ Budget information
- ☐ Annotated list of magnet schools
- ☐ Annotated list of specialty schools
- ☐ Brochures or documents describing magnet programs

Thank you very much for sending us these materials. Please send them to:

Dr. Roger Levine
AMERICAN INSTITUTES FOR RESEARCH
P. O. Box 1113
Palo Alto, CA 94302

Please indicate whether you need these materials returned.

Follow-up Survey, version IC

(for districts with magnet programs who are currently receiving MSAP funds)

FORM IC

OMB #1875-0067
Expires 06/92

ID Code: _____

Respondent: _____ Phone number: _____

Title: _____

STUDY OF MAGNET SCHOOLS AND ISSUES OF PUBLIC SCHOOL DESEGREGATION, QUALITY, AND CHOICE

FOLLOW-UP SURVEY OF DESEGREGATION TECHNIQUES AND MAGNET PROGRAM IMPLEMENTATION

Note: Items in italics are instructions or definitions that will appear on the interviewer's computer screens only.

The purpose of this survey is to obtain additional information about your school district's desegregation plan and magnet schools. In this survey a magnet school is defined as a public school whose primary purpose is to meet **all three** of the following goals: 1) To offer a special curricular theme or method of instruction, such as math/science, performing arts, or open classrooms, 2) To attract at least some students voluntarily from outside an assigned attendance zone, and 3) To improve desegregation by meeting specific race/ethnic goals (i.e., it must have some type of race/ethnic controls or targets).

THE FOLLOWING QUESTIONS WILL BE INCLUDED ONLY FOR DISTRICTS WITH MAGNET PROGRAMS.

Magnet School Staffing Policies

1. How do class sizes for regular (i.e., non-magnet and non-special education) schools compare to magnet school class sizes, at the elementary, middle or junior high, and high school levels?

Elementary schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

Middle/Junior high schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

High schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

2. Are teachers assigned to **magnet** schools or programs in the same way as to regular schools?

Yes ☐ --> PLEASE SKIP TO QUESTION 3.

No ☐ --> PLEASE GO TO QUESTION 2A.

2A. In magnet and in regular schools, are principals allowed to:

	Magnet Schools		Regular Schools	
	Yes	No	Yes	No
Interview and select some or all of their teaching staff?	☐	☐	☐	☐
Advertise or recruit for teachers?	☐	☐	☐	☐

2B. In what other ways do teacher assignments to magnet schools differ from teacher assignment to regular schools?

_____

_____

_____

3. Does your district have a teacher's union?

Yes ☐
No ☐

4. Do you try to maintain a particular racial/ethnic balance in the **instructional staff** at all schools and programs, for magnet programs only, or not at all?

Try to maintain balance for all schools ☐ --> SKIP TO 4B

Try to maintain balance for magnet programs only ☐ --> GO TO 4A

No such policy or practice ☐ --> SKIP TO 4B

4A. What is the approximate percentage of minority instructors in magnet programs?

Magnet programs _____%

4B. What is the approximate proportion of minority teachers in the district as a whole?

District as a whole _____%

Student Participation in Magnet Programs

5. Is your district able to accommodate all students who want to enroll in magnet programs?

Yes ☐ --> SKIP TO QUESTION 6.
No ☐ --> GO TO QUESTION 5A.

5A. If there are more students who want to enroll in a magnet program than you can admit, which of the following practices does your school district use?

	Yes	No
Lottery or random selection (within racial/ethnic guidelines) at end of registration period	☐	☐
First come, first served (within racial/ethnic guidelines)	☐	☐
Other (please describe) _____		
_____	☐	☐

5B. Are any of the following factors used by the district (in addition to racial/ethnic guidelines and any particular requirements related to a school's theme) in determining priority for enrollment in magnet programs?

	Yes	No
Attendance zone of residence	☐	☐
Sibling enrollment	☐	☐
Grade level	☐	☐
Time on waiting list	☐	☐
Other (please describe) _____		
_____	☐	☐

6. If data are available, please provide the number of students currently (1991-92) enrolled in magnet programs as **voluntary transfers**, by race/ethnicity and overall. Do **not** include students for whom the magnet program is their school of assignment.

Native American/Alaskan Native	____
Black, not of Hispanic origin	____
Hispanic, any race	____
Asian or Pacific Islander	____
TOTAL MINORITY VOLUNTARY TRANSFERS	____
White, not of Hispanic origin	____
TOTAL NUMBER OF VOLUNTARY TRANSFERS	____

Data are not available ☐

Magnet Program Funding

7. How does the current funding for **schools with magnet programs** compare to that of **non-magnet schools**? Are their funding levels about the same -- that is to say, within about $100/student of each other, do schools with magnet programs get more money, or do they get less money?

Funding levels are about the same (± $100/student)	☐
Schools with magnet programs get more money	☐
Schools with magnet programs get less money	☐

8. Does your district keep track of the following costs of magnet programs separately from the costs of other schools?

	Yes	No
Magnet program instructional costs	☐	☐
Total magnet program expenses	☐	☐

Uses of Federal MSAP Funds

QUESTIONS 9-10 ARE TO BE ASKED ONLY OF CURRENT MSAP GRANTEES.

9. Please indicate below how you are using your MSAP funds.

9A. Are you using your MSAP funds to initiate a magnet schools program in your district for the first time?

Yes ☐ --> PLEASE SKIP TO QUESTION 9C.
No ☐ --> PLEASE GO TO QUESTION 9B.

9B. Are you using your MSAP funds to add one or more new magnet schools/programs to your ongoing magnet program?

Yes ☐
No ☐

9C. In which of the following ways are you using MSAP funds to support your magnet program?

	Yes	No
For planning purposes	☐	☐
To hire additional classroom or resource teachers	☐	☐
To provide (additional) aides	☐	☐
To provide additional support staff (e.g., counselors, psychologists)	☐	☐
For staff development and training	☐	☐
To purchase special equipment	☐	☐
For special materials or textbooks	☐	☐
For renovation of resource rooms or classrooms	☐	☐
For special field trips	☐	☐
For promotional activities and outreach	☐	☐
For other purposes (please describe) _____	☐	☐

10. Which of the following sources of funds do you plan to use to support your magnet programs after the conclusion of your MSAP grant?

	Yes	No
General fund	☐	☐
Special bond fund	☐	☐
Tax referendum	☐	☐
Apply again for MSAP grant	☐	☐
Other federal funds (please describe) _____	☐	☐
Private sector support (please describe) _____	☐	☐
State desegregation funds	☐	☐
Other state funds (please describe) _____	☐	☐
Other (please describe) _____	☐	☐

11. Does your district currently receive any other funds or in-kind contributions **specifically to support its magnet schools program**? (Note that the emphasis here is on funds provided specifically for the magnet program, not general funds used to support all schools or funds for other special programs such as Chapter 1.)

Yes ☐ --> PLEASE GO TO QUESTION 11A.
No ☐ --> PLEASE SKIP TO QUESTION 12.

11A. Please indicate below the sources of these additional funds or contributions. **If it is easily available**, please also indicate the amount of **additional** funds received from each source

	No	Yes	Amount
Federal funds other than MSAP (describe): _____	☐	☐ --->	$ _____
State funds	☐	☐ --->	$ _____
Local public funds	☐	☐ --->	$ _____
Private sources	☐	☐ --->	$ _____
Other funds (describe):	☐	☐ --->	$ _____

11B. In what ways are these **additional** funds used to support the magnet program(s) in your district?

	Yes	No
For planning purposes	☐	☐
To hire additional classroom or resource teachers	☐	☐
To provide (additional) aides	☐	☐
To provide additional support staff (e.g., counselors, psychologists)	☐	☐
For staff development and training	☐	☐
To purchase special equipment	☐	☐
For special materials or textbooks	☐	☐
For renovation of resource rooms or classrooms	☐	☐
For special field trips	☐	☐
For promotional activities and outreach	☐	☐
For transportation to and from school	☐	☐
For other purposes (please describe): _____	☐	☐

Plans for Program Continuity

12. Are you currently planning any significant modifications of your magnet program?

Yes ☐ --> 12A. Please describe these modifications _____

_____

_____

No ☐

13. If pressures for desegregation in your district were relaxed, how likely is it that your magnet program(s) would be maintained?

Magnet program(s) would definitely be maintained	☐
Magnet program(s) would probably be maintained	☐
Not sure what would happen to magnet programs	☐
Magnet program(s) would probably not be maintained	☐
Magnet program(s) would definitely not be maintained	☐

Desegregation Plans and Techniques

14. Has your district's formal desegregation plan been modified in any major ways since it was first implemented?

    Yes ☐ --> PLEASE GO TO QUESTION 15.

    No ☐ --> PLEASE SKIP TO QUESTION 16.

15. When and how has the plan been significantly modified since it was first implemented?

Year	Nature of modification (briefly describe the change)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NOTE: WE ARE INTERESTED IN HOW THE PLAN WAS CHANGED -- FROM WHAT AND TO WHAT.

*TO BE ANSWERED ONLY BY DISTRICTS WHOSE DESEGREGATION PLAN INCLUDES MANDATORY REASSIGNMENT OF STUDENTS TO SCHOOLS IN **NONCONTIGUOUS** ATTENDANCE AREAS.*

16. Please list below the names and grade levels of all schools currently involved in mandatory pairing, clustering, satellite zoning, or some other form of **non-contiguous** zoning. (If it is more convenient, you may attach a list from your desegregation plan, or other documents. If you need additional space, please use a separate sheet and attach.)

Name of Schools	Grades (e.g., (K-3, 5-6)
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

[LIST IS ATTACHED ☐]

Thank you very much for completing this portion of the survey.

Follow-up Survey, version ID

(for districts with desegregation plans only)

FORM ID

OMB #1875-0067
Expires 06/92

ID Code: _____

Respondent: _____ Phone number: _____

Title: _____

STUDY OF MAGNET SCHOOLS AND ISSUES OF PUBLIC SCHOOL DESEGREGATION, QUALITY, AND CHOICE

FOLLOW-UP SURVEY OF DESEGREGATION TECHNIQUES

Note: Items in italics are instructions or definitions that will appear on the interviewer's computer screens only.

The purpose of this survey is to obtain additional information about your school district's desegregation plan and magnet schools.

Desegregation Plans and Techniques

1. Has your district's formal desegregation plan been modified in any major ways since it was first implemented?

   Yes ☐ --> PLEASE GO TO QUESTION 2.

   No ☐ --> PLEASE SKIP TO QUESTION 3.

2. When and how has the plan been significantly modified since it was first implemented?

Year	Nature of modification (briefly describe the change)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NOTE: WE ARE INTERESTED IN HOW THE PLAN WAS CHANGED -- FROM WHAT AND TO WHAT.

TO BE ANSWERED ONLY BY DISTRICTS WHOSE DESEGREGATION PLAN INCLUDES MANDATORY REASSIGNMENT OF STUDENTS TO SCHOOLS IN NONCONTIGUOUS ATTENDANCE AREAS.

3. Please list below the names and grade levels of all schools currently involved in mandatory pairing, clustering, satellite zoning, or some other form of **non-contiguous** zoning. (If it is more convenient, you may attach a list from your desegregation plan, or other documents. If you need additional space, please use a separate sheet and attach.)

Name of Schools	Grades (e.g., (K-3, 5-6)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

[LIST IS ATTACHED ☐]

Follow-up Survey, version IE

(for districts with magnet programs who received MSAP funds in the past)

FORM IE

OMB #1875-0067
Expires 06/92

ID Code: _____

Respondent: _____ Phone number: _____

Title: _____

STUDY OF MAGNET SCHOOLS AND ISSUES OF PUBLIC SCHOOL DESEGREGATION, QUALITY, AND CHOICE

FOLLOW-UP SURVEY OF DESEGREGATION TECHNIQUES AND MAGNET PROGRAM IMPLEMENTATION

Note: Items in italics are instructions or definitions that will appear on the interviewer's computer screens only.

The purpose of this survey is to obtain additional information about your school district's desegregation plan and magnet schools. In this survey a magnet school is defined as a public school whose primary purpose is to meet **all three** of the following goals: 1) To offer a special curricular theme or method of instruction, such as math/science, performing arts, or open classrooms, 2) To attract at least some students voluntarily from outside an assigned attendance zone, and 3) To improve desegregation by meeting specific race/ethnic goals (i.e., it must have some type of race/ethnic controls or targets).

THE FOLLOWING QUESTIONS WILL BE INCLUDED ONLY FOR DISTRICTS WITH MAGNET PROGRAMS.

Magnet School Staffing Policies

1. How do class sizes for regular (i.e., non-magnet and non-special education) schools compare to magnet school class sizes, at the elementary, middle or junior high, and high school levels?

Elementary schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

Middle/Junior high schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

High schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

2. Are teachers assigned to **magnet** schools or programs in the same way as to regular schools?

Yes ☐ --> PLEASE SKIP TO QUESTION 3.

No ☐ --> PLEASE GO TO QUESTION 2A.

2A. In magnet and in regular schools, are principals allowed to:

	Magnet Schools		Regular Schools	
	Yes	No	Yes	No
Interview and select some or all of their teaching staff?	☐	☐	☐	☐
Advertise or recruit for teachers?	☐	☐	☐	☐

2B. In what other ways do teacher assignments to magnet schools differ from teacher assignment to regular schools?

_____

_____

_____

3. Does your district have a teacher's union?

Yes ☐
No ☐

4. Do you try to maintain a particular racial/ethnic balance in the **instructional staff** at all schools and programs, for magnet programs only, or not at all?

Try to maintain balance for all schools ☐ --> SKIP TO 4B

Try to maintain balance for magnet programs only ☐ --> GO TO 4A

No such policy or practice ☐ --> SKIP TO 4B

4A. What is the approximate percentage of minority instructors in magnet programs?

Magnet programs _____%

4B. What is the approximate proportion of minority teachers in the district as a whole?

District as a whole _____%

Student Participation in Magnet Programs

5. Is your district able to accommodate all students who want to enroll in magnet programs?

Yes ☐ --> SKIP TO QUESTION 6.
No ☐ --> GO TO QUESTION 5A.

5A. If there are more students who want to enroll in a magnet program than you can admit, which of the following practices does your school district use?

	Yes	No
Lottery or random selection (within racial/ethnic guidelines) at end of registration period	☐	☐
First come, first served (within racial/ethnic guidelines)	☐	☐
Other (please describe) _____		
_____	☐	☐

5B. Are any of the following factors used by the district (in addition to racial/ethnic guidelines and any particular requirements related to a school's theme) in determining priority for enrollment in magnet programs?

	Yes	No
Attendance zone of residence	☐	☐
Sibling enrollment	☐	☐
Grade level	☐	☐
Time on waiting list	☐	☐
Other (please describe) _____		
_____	☐	☐

6. If data are available, please provide the number of students currently (1991-92) enrolled in magnet programs as **voluntary transfers**, by race/ethnicity and overall. Do **not** include students for whom the magnet program is their school of assignment.

Native American/Alaskan Native	____
Black, not of Hispanic origin	____
Hispanic, any race	____
Asian or Pacific Islander	____
TOTAL MINORITY VOLUNTARY TRANSFERS	____
White, not of Hispanic origin	____
TOTAL NUMBER OF VOLUNTARY TRANSFERS	____

Data are not available ☐

Magnet Program Funding

7. How does the current funding for **schools with magnet programs** compare to that of **non-magnet schools**? Are their funding levels about the same -- that is to say, within about $100/student of each other, do schools with magnet programs get more money, or do they get less money?

Funding levels are about the same (± $100/student)	☐
Schools with magnet programs get more money	☐
Schools with magnet programs get less money	☐

8. Does your district keep track of the following costs of magnet programs separately from the costs of other schools?

	Yes	No
Magnet program instructional costs	☐	☐
Total magnet program expenses	☐	☐

*QUESTIONS 9-11 ARE TO BE ASKED ONLY OF **FORMER** MSAP GRANTEES.*

9. After your MSAP grant ended, did you make or are you planning to make any modifications in your magnet program?

No ☐
Yes ☐ --> 9A. Which of the following modifications did you make or do you intend to make?

	Yes	No
Reduce(d) funds for materials and supplies	☐	☐
Reduce(d) the number of magnet schools or programs	☐	☐
Reduce(d) the number of students participating in magnet programs	☐	☐
Reduce(d) the number of resource teachers	☐	☐
Increase(d) magnet classroom size and reduce(d) the number of classrooms	☐	☐
Other (please describe) _____	☐	☐

10. After your MSAP grant ended, did you use any other sources of funds to compensate for the loss of MSAP support?

Yes ☐ --> PLEASE GO TO QUESTION 11.

No ☐ --> PLEASE SKIP TO QUESTION 14.

11. Which of the following sources of funds did you use to support your magnet programs after the conclusion of your MSAP grant?

	Yes	No
General fund	☐	☐
Special bond fund	☐	☐
Tax referendum	☐	☐
Federal funds (please describe) _____	☐	☐
State desegregation funds	☐	☐
Other state funds (please describe) _____	☐	☐
Private sector support (please describe) _____	☐	☐
Other (please describe) _____	☐	☐

12. Does your district currently receive any other funds or in-kind contributions **specifically to support its magnet schools program**? (Note that the emphasis here is on funds provided specifically for the magnet program, not general funds used to support all schools or funds for other special programs such as Chapter 1.)

Yes ☐ --> PLEASE GO TO QUESTION 12A.

No ☐ --> PLEASE SKIP TO QUESTION 13.

12A. Please indicate below the sources of these additional funds or contributions. **If it is easily available**, please also indicate the amount of **additional** funds received from each source

	No	Yes	Amount
Federal funds other than MSAP (describe): _____	☐	☐	---> $ _____
State funds	☐	☐	---> $ _____
Local public funds	☐	☐	---> $ _____
Private sources	☐	☐	---> $ _____
Other funds (describe): _____	☐	☐	---> $ _____

12B. In what ways are these **additional** funds used to support the magnet program(s) in your district?

	Yes	No
For planning purposes	☐	☐
To hire additional classroom or resource teachers	☐	☐
To provide (additional) aides	☐	☐
To provide additional support staff (e.g., counselors, psychologists)	☐	☐
For staff development and training	☐	☐
To purchase special equipment	☐	☐
For special materials or textbooks	☐	☐
For renovation of resource rooms or classrooms	☐	☐
For special field trips	☐	☐
For promotional activities and outreach	☐	☐
For transportation to and from school	☐	☐
For other purposes (please describe):		
_____	☐	☐

Plans for Program Continuity

13. Are you currently planning any significant modifications of your magnet program?

Yes ☐ --> 13A. Please describe these modifications _____

_____

_____

No ☐

14. If pressures for desegregation in your district were relaxed, how likely is it that your magnet program(s) would be maintained?

Magnet program(s) would definitely be maintained	☐
Magnet program(s) would probably be maintained	☐
Not sure what would happen to magnet programs	☐
Magnet program(s) would probably not be maintained	☐
Magnet program(s) would definitely not be maintained	☐

Desegregation Plans and Techniques

15. Has your district's formal desegregation plan been modified in any major ways since it was first implemented?

    Yes ☐ --> PLEASE GO TO QUESTION 16.
    No ☐ --> PLEASE SKIP TO QUESTION 17.

16. When and how has the plan been significantly modified since it was first implemented?

Year	Nature of modification (briefly describe the change)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NOTE: WE ARE INTERESTED IN HOW THE PLAN WAS CHANGED -- FROM WHAT AND TO WHAT.

TO BE ANSWERED ONLY BY DISTRICTS WHOSE DESEGREGATION PLAN INCLUDES MANDATORY REASSIGNMENT OF STUDENTS TO SCHOOLS IN NONCONTIGUOUS ATTENDANCE AREAS.

17. Please list below the names and grade levels of all schools currently involved in mandatory pairing, clustering, satellite zoning, or some other form of **non-contiguous** zoning. (If it is more convenient, you may attach a list from your desegregation plan, or other documents. If you need additional space, please use a separate sheet and attach.)

Name of Schools	Grades (e.g., (K-3, 5-6)
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

[LIST IS ATTACHED ☐]

Thank you very much for completing this portion of the survey.

Follow-up Survey, version IN

(for districts with magnet programs who never received MSAP funds)

FORM IN

OMB #1875-0067
Expires 06/92

ID Code: _____

Respondent: _____ Phone number: _____

Title: _____

STUDY OF MAGNET SCHOOLS AND ISSUES OF PUBLIC SCHOOL DESEGREGATION, QUALITY, AND CHOICE

FOLLOW-UP SURVEY OF DESEGREGATION TECHNIQUES AND MAGNET PROGRAM IMPLEMENTATION

Note: Items in italics are instructions or definitions that will appear on the interviewer's computer screens only.

The purpose of this survey is to obtain additional information about your school district's desegregation plan and magnet schools. In this survey a magnet school is defined as a public school whose primary purpose is to meet **all three** of the following goals: 1) To offer a special curricular theme or method of instruction, such as math/ science, performing arts, or open classrooms, 2) To attract at least some students voluntarily from outside an assigned attendance zone, and 3) To improve desegregation by meeting specific race/ethnic goals (i.e., it must have some type of race/ethnic controls or targets).

THE FOLLOWING QUESTIONS WILL BE INCLUDED ONLY FOR DISTRICTS WITH MAGNET PROGRAMS.

Magnet School Staffing Policies

1. How do class sizes for regular (i.e., non-magnet and non-special education) schools compare to magnet school class sizes, at the elementary, middle or junior high, and high school levels?

Elementary schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

Middle/Junior high schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

High schools
- Smaller class size for magnet schools ☐
- Class size is the same for both ☐
- Larger class size for magnet schools ☐

2. Are teachers assigned to **magnet** schools or programs in the same way as to regular schools?

Yes ☐ --> PLEASE SKIP TO QUESTION 3.

No ☐ --> PLEASE GO TO QUESTION 2A.

2A. In magnet and in regular schools, are principals allowed to:

	Magnet Schools		Regular Schools	
	Yes	No	Yes	No
Interview and select some or all of their teaching staff?	☐	☐	☐	☐
Advertise or recruit for teachers?	☐	☐	☐	☐

2B. In what other ways do teacher assignments to magnet schools differ from teacher assignment to regular schools?

_____

_____

_____

3. Does your district have a teacher's union?

Yes ☐
No ☐

4. Do you try to maintain a particular racial/ethnic balance in the **instructional staff** at all schools and programs, for magnet programs only, or not at all?

Try to maintain balance for all schools ☐ --> SKIP TO 4B

Try to maintain balance for magnet programs only ☐ --> GO TO 4A

No such policy or practice ☐ --> SKIP TO 4B

4A. What is the approximate percentage of minority instructors in magnet programs?

Magnet programs _____%

4B. What is the approximate proportion of minority teachers in the district as a whole?

District as a whole _____%

Student Participation in Magnet Programs

5. Is your district able to accommodate all students who want to enroll in magnet programs?

Yes ☐ --> SKIP TO QUESTION 6.
No ☐ --> GO TO QUESTION 5A.

5A. If there are more students who want to enroll in a magnet program than you can admit, which of the following practices does your school district use?

	Yes	No
Lottery or random selection (within racial/ethnic guidelines) at end of registration period	☐	☐
First come, first served (within racial/ethnic guidelines)	☐	☐
Other (please describe) _____		
_____	☐	☐

5B. Are any of the following factors used by the district (in addition to racial/ethnic guidelines and any particular requirements related to a school's theme) in determining priority for enrollment in magnet programs?

	Yes	No
Attendance zone of residence	☐	☐
Sibling enrollment	☐	☐
Grade level	☐	☐
Time on waiting list	☐	☐
Other (please describe) _____		
_____	☐	☐

6. If data are available, please provide the number of students currently (1991-92) enrolled in magnet programs as **voluntary transfers**, by race/ethnicity and overall. Do **not** include students for whom the magnet program is their school of assignment.

Native American/Alaskan Native ____

Black, not of Hispanic origin ____

Hispanic, any race ____

Asian or Pacific Islander ____

TOTAL MINORITY VOLUNTARY TRANSFERS ____

White, not of Hispanic origin ____

TOTAL NUMBER OF VOLUNTARY TRANSFERS ____

Data are not available ☐

Magnet Program Funding

7. How does the current funding for **schools with magnet programs** compare to that of **non-magnet schools**? Are their funding levels about the same -- that is to say, within about $100/student of each other, do schools with magnet programs get more money, or do they get less money?

Funding levels are about the same (± $100/student) ☐
Schools with magnet programs get more money ☐
Schools with magnet programs get less money ☐

8. Does your district keep track of the following costs of magnet programs separately from the costs of other schools?

	Yes	No
Magnet program instructional costs	☐	☐
Total magnet program expenses	☐	☐

9. Does your district currently receive any other funds or in-kind contributions **specifically to support its magnet schools program**? (Note that the emphasis here is on funds provided specifically for the magnet program, not general funds used to support all schools or funds for other special programs such as Chapter 1.)

Yes ☐ --> PLEASE GO TO QUESTION 9A.
No ☐ --> PLEASE SKIP TO QUESTION 10.

9A. Please indicate below the sources of these additional funds or contributions. **If it is easily available**, please also indicate the amount of **additional** funds received from each source

	No	Yes	Amount
Federal funds other than MSAP (describe): _____	☐	☐	--->$ _____
State funds	☐	☐	--->$ _____
Local public funds	☐	☐	--->$ _____
Private sources	☐	☐	--->$ _____
Other funds (describe):	☐	☐	--->$ _____

9B. In what ways are these **additional** funds used to support the magnet program(s) in your district?

	Yes	No
For planning purposes	☐	☐
To hire additional classroom or resource teachers	☐	☐
To provide (additional) aides	☐	☐
To provide additional support staff (e.g., counselors, psychologists)	☐	☐
For staff development and training	☐	☐
To purchase special equipment	☐	☐
For special materials or textbooks	☐	☐
For renovation of resource rooms or classrooms	☐	☐
For special field trips	☐	☐
For promotional activities and outreach	☐	☐
For transportation to and from school	☐	☐
For other purposes (please describe): _____	☐	☐

Plans for Program Continuity

10. Are you currently planning any significant modifications of your magnet program?

Yes ☐ --> 10A. Please describe these modifications _____

_____

_____

No ☐

11. If pressures for desegregation in your district were relaxed, how likely is it that your magnet program(s) would be maintained?

Magnet program(s) would definitely be maintained	☐
Magnet program(s) would probably be maintained	☐
Not sure what would happen to magnet programs	☐
Magnet program(s) would probably not be maintained	☐
Magnet program(s) would definitely not be maintained	☐

Desegregation Plans and Techniques

12. Has your district's formal desegregation plan been modified in any major ways since it was first implemented?

Yes ☐ --> PLEASE GO TO QUESTION 13.

No ☐ --> PLEASE SKIP TO QUESTION 14.

13. When and how has the plan been significantly modified since it was first implemented?

Year	Nature of modification (briefly describe the change)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NOTE: WE ARE INTERESTED IN HOW THE PLAN WAS CHANGED -- FROM WHAT AND TO WHAT.

TO BE ANSWERED ONLY BY DISTRICTS WHOSE DESEGREGATION PLAN INCLUDES MANDATORY REASSIGNMENT OF STUDENTS TO SCHOOLS IN NONCONTIGUOUS ATTENDANCE AREAS.

14. Please list below the names and grade levels of all schools currently involved in mandatory pairing, clustering, satellite zoning, or some other form of **non-contiguous** zoning. (If it is more convenient, you may attach a list from your desegregation plan, or other documents. If you need additional space, please use a separate sheet and attach.)

Name of Schools	Grades (e.g., (K-3, 5-6)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

[LIST IS ATTACHED ☐]

Thank you very much for completing this portion of the survey.

Magnet Program Questionnaire

(for districts in the Follow-up with magnet programs)

OMB#1875-0067
Expires 06/92

Respondent: _____ LEA # _____

Title: _____ Phone # _____

STUDY OF MAGNET SCHOOLS, DESEGREGATION, AND CHOICE

MAGNET PROGRAM QUESTIONNAIRE

Name of school: _____

Note: If this is a program-within-a-school magnet program (i.e., where only some students in the school are in the magnet program), please complete the side of Page 3 entitled "Magnet Programs within Schools." Conversely, if this is a whole school magnet program (i.e., all students in the school are in the magnet program), please complete the side of Page 3 entitled "Whole-School Magnet Programs." If Page 3 is missing, copies can be obtained by contacting Dr. Roger Levine at (415) 493-3550.

1. In what year was the magnet program started at this school?

   _____ (year)

2. Magnet programs can move from one school to another. Has this ever happened with this program?

   Yes ☐ –> 2A. Indicate the year(s) in which such changes occurred and the school(s) involved (i.e., from what school, to what school).

   _____

   _____

   No ☐

3. School names sometimes change. Has the name of your school changed in the past 20 years?

   Yes ☐ –> 3A. Please describe these changes and indicate when they occurred.

   _____

   _____

   No ☐

4. Are all grades in your school included in the magnet program?

   Yes ☐ –> PLEASE GO TO QUESTION 5.

   No ☐ –> 4A. Which grades are included?_____

5. Some magnet programs are part-time programs, in which students leave their home school and spend some, but not all, of their time at another school, in an integrated setting. Is this program a part-time program?

Yes ☐ –> GO TO QUESTION 5A.

No ☐ –> SKIP TO QUESTION 6.

5A. How often do students participate in this program?

_____ Hours/week, OR
_____ Weeks/year

6. Are there additional staffing allowances for this magnet program?

Yes ☐ –> 6A. Please describe (i.e., how many, what kinds of staffing allowance, etc.)

_____
_____

No ☐

7. How many teachers in this magnet program are:

Native American/Alaskan Native _____
Black, not of Hispanic origin _____
Hispanic, any race _____
Asian or Pacific Islander _____
White, not of Hispanic origin _____

8. For each of the following programs or services, please indicate whether it is available to students in this school, either during or outside regular school hours and regardless of funding source.

	YES	NO
English as a second language	☐	☐
Bilingual education	☐	☐
Remedial reading	☐	☐
Remedial mathematics	☐	☐
Programs for students with disabilities	☐	☐
Programs for the gifted and talented	☐	☐
Diagnostic and prescriptive services	☐	☐
Extended day or before- or after-school day-care programs	☐	☐
Federal aid for the special educational needs of disadvantaged children (e.g., Chapter 1 Services)	☐	☐
Services for Native Americans (e.g., Indian Education Act services)	☐	☐

Name of Program: _____ LEA#:_____

MAGNET PROGRAMS WITHIN SCHOOLS

9. Please indicate below the current enrollment of this magnet program only, by race/ethnicity and overall:

Native American/Alaskan Native	_____	
Black, not of Hispanic origin	_____	
Hispanic, any race	_____	
Asian or Pacific Islander	_____	
Total minority		_____
White, not of Hispanic origin	_____	
Total enrollment		_____

10. What percent of the current enrollment of this magnet program is eligible for free or reduced-price lunches?

_____ %

11. What percent of the current enrollment of this magnet program is Limited English Proficient/Non English Proficient (LEP/NEP)?

_____ %

12. What percent of the current enrollment of this magnet program is comprised of special education students with Individualized Education Plans (IEPs)?

_____ %

13. What are the average class sizes for the magnet program classes and the regular classes in your school?

Magnet program classes: _____ students/class

Regular classes: _____ students/class

14. If you maintain summary data on the number of students enrolled in this magnet program who are **voluntary transfers** from outside the neighborhood attendance zone, please provide the total count as well as counts by race/ethnicity:

Native American/Alaskan Native	_____	
Black, not of Hispanic origin	_____	
Hispanic, any race	_____	
Asian or Pacific Islander	_____	
Total minority		_____
White, not of Hispanic origin	_____	
Total enrollment		_____

Name of Program (if different from school): _____ LEA#:_____

WHOLE-SCHOOL MAGNET PROGRAMS

9. Magnet schools may be characterized in a number of ways. Please indicate which of the following best describes this magnet school.

A whole-school magnet where all students are in the magnet program, but some students volunteered to attend while others are assigned to the school (e.g., it also has a neighborhood attendance zone) ☐ –> GO TO QUESTION 9A.

A whole-school magnet where all students are in the magnet program and where all students volunteered to attend the school (e.g., it has no neighborhood attendance zone) ☐ –> SKIP TO QUESTION 10.

9A. If you maintain summary data on the number of students enrolled in this magnet school who are **voluntary transfers** from outside the neighborhood attendance zone, please provide the total count as well as counts by race/ethnicity:

Native American/Alaskan Native	_____	
Black, not of Hispanic origin	_____	
Hispanic, any race	_____	
Asian or Pacific Islander	_____	
Total minority		_____
White, not of Hispanic origin	_____	
Total enrollment		_____

10. What is the average class size in your school?

_____ students/class

11. What percent of the current enrollment of your school is eligible for free or reduced-price lunches?

_____ %

12. What percent of the current enrollment of your school is Limited English Proficient/Non English Proficient (LEP/NEP)?

_____ %

13. What percent of the current enrollment of your school is comprised of special education students with Individualized Education Plans (IEPs)?

_____ %

14. Did this magnet school ever operate as a program-within-a-school, before becoming a whole-school magnet?

Yes ☐ –> 14A. Please indicate when the program changed to a whole-school magnet.

_____
(year)

No ☐

15. What is the instructional or program capacity of this school? (Include portables.)

_____ students

16. Which of the following are the racial/ethnic composition requirements or targets for this magnet program as specified by your district's desegregation plan?

± ___ % points of district's racial composition ☐

A fixed range from ___ % to ___ % for

_____ (racial/ethnic group) ☐

Must be less than ___ % black or minority ☐

Other (Please specify) ☐

_____

17. Does this magnet program have racial controls on program enrollment, that is, students of a particular race/ethnicity are not allowed to enroll in the program once the limit for their race/ethnicity is reached?

Yes ☐ –> 17A. What are the program's goals or limits for white and minority students?

_____ white students

_____ minority students

No ☐ –> 17B. How do you ensure that racial/ethnic goals or targets are met?

_____

_____

18. If there are more students who want to enroll than you can admit, do you maintain a waiting list from one year to the next?

Yes ☐ –> GO TO QUESTIONS 18A. AND 18B.

No ☐ –> SKIP TO QUESTION 19.

18A. At the beginning of the school year, how many white and minority students were on your waiting list? (Enter "0" for none.)

_____ White students

_____ Minority students

18B. Approximately what proportion of the white and minority students on the waiting list will likely be selected for this magnet program by the end of this school year and what proportion will likely be selected for the next school year?

	Proportion selected by end of this school year	Proportion selected for the next school year
White students	_____ %	_____ %
Minority students	_____ %	_____ %

19. Does this particular magnet program/theme have admission criteria (in addition to district-wide policies)?

Yes ☐ –> 19A. Which of the following are used as admission criteria?

	YES	NO
standardized achievement scores	☐	☐
teacher recommendations	☐	☐
counselor recommendations	☐	☐
GPA	☐	☐
artistic or creative ability	☐	☐
other (Please specify) _____	☐	☐

No ☐

Thank you very much for providing this information.